September 1949

50 cents per copy
$4.00 per year

EDUCATION

VOLUME 70 — No. 1

VOCATIONAL EDUCATION NUMBER

Apprentices Are Made, Not Born
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Home Economics and the American Girl
Area Vocational Schools in Connecticut
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A Layman Looks at "Modern" Education

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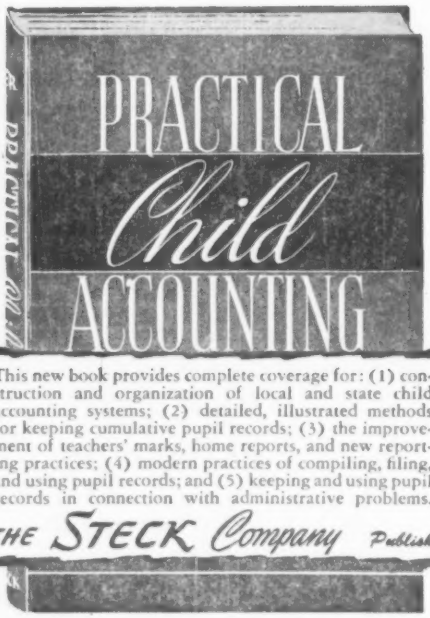

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A MONTHLY MAGAZINE

DEVOTED TO THE SCIENCE, ART, PHILOSOPHY AND LITERATURE OF EDUCATION

VOL. 70 SEPTEMBER, 1949 NO. 1

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L. H. DENNIS, *Editor*

Executive Secretary
American Vocational Association, Inc.
Washington 5, D. C.

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Published Monthly Except July and August
Subscription Price: $4.00 per year, 50 cts. per copy
Entered as Second Class matter at the Post Office, Boston, Mass., under the Act of March 3, 1879

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EDUCATION

Vol. 70 SEPTEMBER 1949 No. 1

EDITORIAL

By L. H. DENNIS

Executive Secretary, American Vocational Association, Inc., Washington, D. C.

FOR years past educational leaders have been exploring and discussing issues and relationships, and evaluating the accomplishments of occupational education and its place in the scheme of total education for an individual's balanced adjustment to modern living. For thirty of these years the federal government and most of the forty-eight states have been encouraging the provision of more vocational education, in the secondary schools and in offerings added as need arises among young people out of school or among adults. A meeting on June 30, 1949 between officials of the American Vocational Association, Inc., Commissioner McGrath of the U. S. Office of Education, and others, was especially significant because of the highlight it cast upon the general agreement and nationwide acceptance now granted to vocational education and training as an inseparable part of the basic education program for public secondary schools.

Vocational education is accepted by the nation at large and by educators because it fills a definite need, and because of its very definite purpose—without which it has no value—in providing specific education and training which leads directly either into paid employment for the beginners, or to promotion in employment once it has been secured. That means there is a better chance that the human resources of our nation will find their most useful places in our society—resources that might have been wasted through neglect of natural ability, that would have failed to reach their peak of ability if untrained or given training unsuited to the individual trainee. Good citizenship depends so greatly upon character stability and education, that intelligent workmen whose occupations confer upon them pride, content, or satisfaction in good results produced, as well as an adequate livelihood for themselves and their families, are found to be better citizens in a democratic nation.

Expansion of vocational education during the last thirty years has been remarkable, even to those instrumental in its growth. The numbers of vocational programs established, the varieties of the vocational work now being offered, and the geographical distribution and coverage are no less remarkable than recognition achieved for the services they can render. Greater expansion and further extension of vocational education is now merely a question of being able to adjust public school programs at the secondary and post-secondary levels to provide for all the vocational education that will be needed in the future.

The series of articles appearing in this issue of EDUCATION has been prepared by leaders in vocational education from the various sections of the country who were chosen to represent the several vocational fields in which each author has made his especial achievement. With leaders articulate and buoyant as these, the future of vocational education is no visionary's dream.

Apprentices Are Made, Not Born

By C. L. GREIBER

Director, State Board of Vocational and Adult Education, Madison, Wisconsin

I.

IN one sense, we are all apprentices, by the very nature of our pact with life.

If we accept a broad definition of the term, then it is self-evident that we and our forefathers are part of a long and noble tradition of acquiring our skills through precept and practice. Whatever we have achieved in building up our civilization through the toiling centuries has been possible only by the transmission of accumulated skills. Whether father to son, teacher to pupil, master to apprentice, the principle of guidance into experience has been the same.

It is always consoling to realize that modern ideas have historical roots. Somehow that fact gives them a certain dignity. It invests them with value, springing from our awareness that there is something inevitable about their significance for human beings. It may be pride just as much as ennui which prompts us to say, "there is nothing new under the sun."

Such is the case with the concept of apprenticeship in its historical framework. When we begin to trace backward, we see that we cannot fix on the middle ages as our starting point, with its elaborate system of craft guilds, masters, journeymen, and apprentices. We must keep reaching farther back to the early days of civilization. Babylonian laws and codes reveal that the master artisan had to adopt an apprentice and treat him like a son.

Later, the Greeks arranged for a public agreement governing masters and apprentices, while the Romans encouraged individual contracts in order to benefit both sides. In this way such varied trades were encouraged as weaving, flute-playing, and hair-dressing!

We must remember that even in the days of chivalry the noble figure of the knight sprang from the background of apprenticeship. He served seven years as a page and seven years as a squire before he earned his romantic halo.

In the early days of European culture, before the rise of organized colleges and universities, professions as well as trades had to depend on the close teacher-pupil contact. The doctor, lawyer, and engineer were obligated to train those who took their places. And certainly even today the interne in the hospital and the practice teacher remind us of the cardinal principle of learning while doing, within a framework of control.

II.

It is to be expected that Americans as a practical people would appreciate the values and develop the techniques of apprenticeship. Our earliest historical documents do indeed reveal such an interest. As far back as 1642 Massachusetts required apprenticeship training, and it is interesting to note

that our Puritan fathers added character development and good citizenship to the list of duties the master must assume for his learner. In return, we can assume that apprenticeship was administered in rather autocratic fashion. If to spare the rod spoiled the child, it would undoubtedly ruin the apprentice! The severe features of apprenticeship carried on through the next century when it was often made a penalty for debt or idleness or even required for poor relief. On the other hand there is no doubt that many American young people were learning to do things well.

With 1800 and the first stirrings of the Industrial Revolution came a threat to the apprenticeship idea. Factories meant cheap labor, unskilled labor, and mass labor. Women and children could learn to operate the new machines. The depletion of man power in the Civil War increased the tendency to let down the bars to unskilled workers. It was no longer possible to preserve the old personal connection between master and learner.

Of course the machine age did not really do away with the need for skill. It only drew a red herring across the path for a while and postponed the development of more adequate forms of apprenticeship to meet the new situation. In the few instances where they thought they still needed skilled labor, employers looked abroad for European craftsmen until the immigration laws of 1924 began to shut this door in their faces. Even then, it took two wars and a major depression between them to make the American public apprentice-conscious. The average citizen is at last beginning to subscribe to the truism that total preparedness of a nation for peace as well as war depends upon the total skills of its people. This means skill capacity, skill training, and skill functioning. The machine age did not lead to a simplification but to a complication of life which only a trained citizenry can adequately handle.

III.

Some time before there was a renewal of interest in the apprenticeship idea in this country, the State of Wisconsin was conducting what we might call a pilot project. It was attempting to retain the gist of the apprentice plan of training, while discarding outmoded procedures and adapting techniques suitable to a modern age. For example, obviously the days of a close personal connection between master and apprentice were over. But that did not mean there were no alternatives for teaching skills.

In 1909 the Wisconsin legislature voted to set up some interim committees to study the best ways and means of giving adequate vocational training to the youth of the state. As part of the preparation of the report, Dr. Charles McCarthy, father of the much publicized "Wisconsin Idea," traveled abroad to study the secret of European craftsmanship. By 1911 the legislature was sufficiently well informed and convinced to pass apprenticeship training and vocational education laws. These led to the establishment of two pioneering institutions, the Apprenticeship Division under the State Industrial Commission, and the State Board of Industrial Education (now known as the State Board of Vocational and Adult Education). Each agency supplemented the other, as we shall see.

There were several significant fac-

tors in this Wisconsin development. Wisconsin decided that no sound plan of apprenticeship could be developed without certain basic conditions:

1. The support of state law to give it dignity, efficiency, and stability.

2. The well-rounded training of the apprentice over a period of years in both shop and school, under impartial supervision.

3. The cooperation of organized labor as well as industry.

The first point is, of course, a controversial one. The people who object to recourse to law are often the same ones who like to say, "you can lead a horse to water, but you can't make him drink." They forget that compulsion, when self-legislated, is man's way of giving himself a chance to follow his head instead of his heart. He puts himself in a position where he must accept discipline on a short-time basis for the sake of the long-time goal.

The Wisconsin's experience disproves the contention that "you cannot legislate attitudes." There is no need to force a duel between education and law. Wise laws are, of course, a form of education. Attitudes are molded by the framework within which they operate.

The Wisconsin investigators of this whole problem looked back on the past history of apprenticeship to see at what points it had broken down. They decided that the craft guilds of the middle ages might have survived if they had had proper administration and some form of impartial or joint control of the apprenticeship program. The modern apprentice obviously needs even more supervision on more fronts than the hand craftsman. Therefore the state is the logical agency to supply the wherewithal, the machinery of administration and control, so as to insure the best results for all concerned.

How was this theory implemented for practice? The laws of 1911 have been amended several times since, in order to allow for necessary adjustments to conditions, but the basic provisions have never altered: that the Industrial Commission, through its Apprenticeship Division, should supervise apprenticeship by means of written contracts or indentures between employers and employees, and that the vocational schools operating under the State Board of Vocational and Adult Education should supply related instruction for a specified number of hours for all apprentices at the expense of the employers.

Today the age of the apprentice may vary from 16 to 18, although Wisconsin's present law for compulsory school attendance—until 18 years or high school graduation—has tended to raise the age of beginning apprenticeship to 18. Then, too, returning veterans interested in trade training have raised the age average.

The length of apprenticeship varies from 2 to 6 years, depending on the trade. The number of hours averages 8,000 in the shop, 400 in the school. Wages received while learning the trade and receiving supplementary instruction in school are supposed to average over the whole period at least 50% of the journeyman's wage.

It is well to remember that the law does not compel employers to have apprentices. It only specifies conditions for those who do have apprentices. In addition, it does not establish wages. But it does give the Industrial Commission the power to annul any individual contract which it

judges is unfair to the individual apprentice.

The apprentice in turn has obligations. If he does not meet them he is penalized. For example, although the employer must pay him at his regular wage for school attendance, he loses three hours of wages for every school hour missed.

This brief summary of some of the daring features of the Wisconsin laws covering apprenticeship will suggest to the reader the vital necessity to win the cooperation of all groups that was faced by the state. Wisconsin was an agricultural state rapidly becoming industrialized. Although some employers objected to the new plan, most of them, especially the large ones, recognized the possibilities of developing a more efficient labor force by this method. Labor, on the contrary, could be expected to entertain suspicions of any plan of state-supervised training of young apprentices which might crowd out the older, skilled workers.

At this point the early legislators and educators showed their wisdom. They sought and found men of vision in the leadership of organized labor and accepted their advice from the start. It was soon found that employers and employees could work amicably together toward a common goal of a sound apprenticeship plan.

The machinery for this cooperation was the establishment of state and local advisory committees in various trades with an equal number of employers and employees. In this way the opinion of labor on matters of policy carried as much weight as that of industry. Labor unions, too, could specify the number of apprentices needed in the various trades.

As we look back on the cooperative achievement of apprenticeship in Wisconsin during the last 40 years, certain names and contributors are bound to come to mind. For example, the cooperation of organized labor will always be associated with the memory of Henry Ohl, President of the State Federation of Labor. At the same time the progressive employer point of view was being exemplified by Ernest Schulz, President of a large furniture company, and also President of the State Board of Vocational and Adult Education. Or again, the way in which the legislature, the Industrial Commission, and the State Board of Vocational and Adult Education worked together to insure proper administration of the new apprentice idea is dramatically symbolized in the career of George P. Hambrecht: in 1909 a member of the legislature, in 1915 Chairman of the Industrial Commission, in 1921 Director of the State Board of Vocational and Adult Education. In 1922, Dr. Hambrecht (like Dr. McCarthy) feeling the need of research in Europe, went abroad with Robert Cooley, Director of the Milwaukee Vocational School. Impressed by Germany's thorough system of apprenticeship, Dr. Hambrecht returned to make the emphatic statement that if "Germany could not afford to do without it" neither could Wisconsin afford to stop its pioneering in this country.

IV.

That this kind of leadership should bring results even beyond the bounds of the state was natural. In 1934 a Federal Committee on Apprentice Training was established by executive order, inspired by the Wisconsin plan. In fact, Walter Simon, Director of

Apprenticeship in Wisconsin, served as a member of that committee. Federal legislation followed. In 1937 the Federal Apprentice Act was passed. Secretary of Labor Perkins appointed representatives of the U. S. Office of Education, the Department of Labor, National Recovery Act, and employers and employees to the Federal Committee on Apprenticeship. This committee, under the exigencies of the time, has been transferred to the Department of Labor, the Federal Security Agency, and the War Manpower Commission, but has now been returned to the Department of Labor and given Bureau status, in recognition of its permanent worth and long-range functions.

V.

But it is not enough to rest on past laurels. The satisfaction of achieving results as pioneers is always balanced by the obligation of continuing to achieve. Those of us who are entrusted with a sound expansion of the apprentice program in Wisconsin can see boundless possibilities for our modern times.

We are experimenting with new developments in recent years. The country as a whole is used to thinking of apprenticeship training and vocational education in such trades as plumbing, painting and decorating, and carpentry. But why not untried fields? The limits are set only by the limits of resourcefulness.

It is the purpose of the Wisconsin plan of vocational education to meet needs of all apprentices when they occur. Consequently, if there are not enough apprentices in a given trade to justify regular classes of related instruction in all vocational schools, centers of specialization are established to which the apprentices in question can come for concentrated periods.

At present Wisconsin has three barber colleges in strategically located vocational schools. At the end of two semesters, apprentices have six months' credit toward the three year apprenticeship required by law. Would-be watchmakers have centrally located institutes for periodic intensive instruction, once every two months for eight hours. Correspondence courses are used for supplementary instruction.

Another method by which apprentices are reached is Wisconsin's unique circuit teaching plan. Trade-competent teachers travel from city to city, instructing for one full day at each vocational school where apprentices gather. Each circuit teacher has one area day in which he works with isolated apprentices who cannot reach the cities. At present 37 circuit teachers cover many specific fields of work, from foundry practice to meat cutting. One of their most successful contributions is in the vocational education of linemen apprentices in the rural electrification field.

We can assume that apprenticeship training and vocational education will continue to go hand-in-hand toward new developments in Wisconsin. One reason is that the plan is sanctioned by law but functions in accordance with the advice of all parties concerned. The second and most important reason is the basic philosophy of apprenticeship which prompted the law and continues to guide its administration.

VI.

Stated simply, this philosophy starts with the premise that the apprentice

is a human being. Since the machine was made for man and not man for the machine, we are obligated to develop the man first, and the mechanic second.

What does this mean in terms of the program for the apprentice?

Although the apprentice choses one trade to prepare himself in, apprenticeship aims to broaden rather than narrow his skills within this field. Industry now recognizes that it has no moral right to confine a boy to any one monotonous, endless, single operation of some machine or process. Instead it cooperates with labor to give him varied on-the-job experiences in different kinds of shops. Vocational educators now recognize that his school program should contain broadening features as well as specialized knowledge.

Take the case of a machinist apprentice. He may spend a few weeks as a toolroom attendant, learning the names of the tools. Next he will learn the "geography of the shop" and develop eyes in the back of his head to protect himself from injury. After he acquires "shop sense" he is put on actual work and moves from one simple operation to the next. Gradually he works on all types of lathes, milling machines, grinders, planers, and shapers, all types of materials, and on small and large assembly.

Meanwhile, in vocational school, he is studying mathematics, related to his field, and mechanical drawing. He must learn to make quick checks for speed and accuracy and to visualize before he produces. But he must also learn something about industrial history and management and plant organization. To be an intelligent worker he needs insight into the economic world, early and modern inventions, and their effect on industrial developments. Finally he needs guidance in his role as all-around citizen. Even back in 1911, the Wisconsin legislature recognized the advisability of widening the educational program of the apprentice by including instruction in English and Citizenship. Today some vocational schools in Wisconsin include as many additional subjects as crowded schedules permit, from human relations to international affairs.

Our planners have steadfastly maintained that when an apprentice masters a skilled trade it is his for life and will always have market-value. Furthermore, having learned all the basic skills of one trade he can more readily change to another if circumstances require it. Such training will bring dividends for society since the prosperity of any nation is dependent on the efficiency, intelligence, and adaptability of its workers. Included are all those intangible values, springing from a broadened educational program, which make people desirable not merely as wage earners but as family members and as citizens of the larger society.

In light of the demand for such a comprehensive objective, we can see why Wisconsin leaders in apprenticeship stressed the time element. It takes time to ripen youth. It takes time to increase skills, broaden minds, enjoy leisure time, and develop social responsibility. Youth needs cumulative experience. Control of both muscular actions and mental processes is correlated with maturity. Consequently, the apprentice should not be pushed. The state should not think of how

soon it can let him go, but how far it can take him on the road to lifetime satisfactions.

War emergencies may necessitate speed-ups in training but surface skills can never be a substitute for rooted skills. "Vestibule schools" develop intensive operators but they know nothing beyond their narrow scope. The all-around, well-grounded worker, in contrast, will be an asset to himself and his fellow man whether in peace or in war. The chances are that a national strong apprenticeship system would help develop that sound economy and contented people which minimize the likelihood of wars.

Yes, we are all apprentices. But Wisconsin has given a special interpretation to the concept of apprenticeship in terms of modern needs. Rather than unorganized it believes in organized apprenticeship education and training. Only in this way can the results of labor be cornerstones of a stable society.

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Agricultural Education *and the* Farms *of* Tomorrow

By E. P. HILTON

Director, Agricultural Education, State Department of Education, Frankfort, Kentucky

THE farmers of tomorrow have a gigantic task if the people of our country are to be fed and we are to assume our responsibility in helping to feed the rest of the world. We hear much of the race between food and population. Some people are painting a picture of a world slowly starving in the not too distant future. It is true that the amount of productive land still undeveloped is small and that population is increasing. Greater production on present farms will be required if the world is to be fed. How will this task be accomplished? What changes can we expect in farming and in farm life? What part will the school play in bringing about these changes?

No one has the vision or foresight to answer these questions authoritatively. There are certain trends and signs, however, which may give us some indication of things to come. We know that through improved strains of livestock and plants, soil conservation and fertilization, and use of labor-saving machinery, we have been able greatly to step up production. But the limit of production has by no means been reached. What the maximum production will be no one knows nor do we know when it will be reached.

The ultimate proficiency in farming will depend on ability of the farmer to take advantage of new developments in agriculture and to use approved methods in farming effectively. One of the biggest handicaps is the farmers' lack of ability to solve their problems, to use facts already known, and to accept new ideas and new developments. Agricultural education is making a worthwhile contribution to development of proficiency in farming and will make a greater contribution in the years ahead.

The job of present day farming is so complex and the amount of systematic instruction needed so large that instruction must be started in high school and continued beyond high school if farmers are to be adequately educated.

Today more than 270,000 farm boys are enrolled in high school classes of vocational agriculture throughout the United States. Vocational agriculture is an integral part of the high school curriculum. The program for high school boys consists of a four-year course in agriculture classes, including supervised individual farming programs of the boys on their home farms and Future Farmer activities to motivate the work and to provide leadership training. Systematic class instruction with follow-up individual instruction on the boy's home farm is the

accepted practice. Farm boys work at farming while in high school. They study the improved practices taught. They not only have an opportunity to learn but also have a means of earning. During 1948, earnings per boy enrolled in vocational agriculture in the high schools of Kentucky averaged more than $300. Many boys accumulate enough equipment and livestock while in high school to operate a farm without additional assistance.

The high school agricultural program provides opportunity for leadership development through the Future Farmers of America. The Future Farmer chapter in the high school is made up of boys taking vocational agriculture. Each chapter is affiliated with the state and national organization. This is a boys' organization on local, state, and national levels, operated by the boys themselves with the advice and counsel of adult workers in agricultural education. On the local level, the adviser is the teacher of vocational agriculture. Each chapter has its program of activities which provide opportunities for the members to preside at meetings, work on committees, and participate in other leadership practice. Today in rural communities, you will usually find the leaders are members of, or former members of, the Future Farmers of America organization.

Systematic instruction in agriculture for the high school period only is not enough. The time after a young man leaves high school until he is established in a vocation is crucial. During his high school life he has had the guidance, counsel and help of both his parents and the school. In too many cases, when he leaves school he is expected to settle down to a fulltime job and, without help, make decisions that affect the whole course of his life.

The future of farming and farm life depends to no small extent upon an adequate program of instruction for young and adult farmers. Regardless of how effective and successful the instruction for high school boys may be, even those with four years of vocational agriculture need additional instruction before they are ready to take over and succeed in managing and operating a farm.

Young farmers are continually faced with new problems. During the period just before they begin farming on their own and during the first two or three years after they are established on a somewhat permanent basis, many problems confront them which will have a definite influence on their future. During this transition, systematic instruction and supervision will probably be more fruitful than at any period in their lives.

Since farmers themselves change, since farming methods are continually changing and new and better practices are continually being discovered, adult farmers also need systematic instruction in agricultural developments.

A program of instruction in agriculture for farm boys enrolled in high school, young farmers, and adult farmers, rounds out an education in agriculture from youth through adulthood. A complete program of education in agriculture helps the farmer to make changes as new practices are discovered. The farm efficiency of tomorrow will be determined by how well the schools meet today's instructional needs in the community.

The agricultural education program in the school not only changes the practice and the thinking of the persons

enrolled in the classes, but it materially changes the attitude and thinking of those who observe the results of class instruction and follow-up work of the teacher. Parents of the high school boy who is enrolled in vocational classes cannot escape the influence of the instruction offered. The boy's supervised farming program is planned with the boy and his father. The father's consent must be obtained allowing the boy to carry out the improved practices in agriculture. Results obtained by the boy are closely watched by the father, and successful practices are made a part of the father's program.

The change in attitude toward new practices in agriculture is as important as the new practices adopted. Many farmers resist change—they farm in much the same way year after year. Many illustrations of this change in attitude might be given, but the case of Paul Graves and his father is typical. Paul is the youngest of three sons of a tenant farmer. Paul's father operates a 135-acre bluegrass farm for an absentee landlord. Tobacco is the chief source of income, and for many years about the only income on the farm. About the second year of high school, Paul realized the farm could support a good livestock enterprise. Sheep were his choice. Then began a campaign to get his father's consent for the purchase of breeding stock. After several weeks of pleading and an appeal from his vocational agriculture teacher, Paul's father consented to the purchase of 40 breeding ewes if the purchase could be financed. Financing was quickly done through the Future Farmer chapter of the school.

It was not until the next spring, when the lambs were marketed, that Paul's father was convinced the sheep would pay. The use of purebred Southdown rams on crossbred western ewes had produced quality lambs, graded high in the lamb show and sale held at the local stock yards early in June. Mr. Graves was very proud of the quality of lambs Paul exhibited. Paul was able not only to repay his loan from the sale of his first lamb and wool crop, but had more than enough left to pay for feed and housing. Today Paul and his father are partners in a 100-ewe flock of crossbred western ewes, and they use nothing but purebred Southdown rams for breeding purposes. Paul is now a member of the young farmer class in the high school, and his father a member of the adult farmer class. Mr. Graves does not miss a class session if it can be avoided.

The agricultural education program for veterans will prove a decided influence on the farm of tomorrow. This program, called the "Institutional on-Farm Training Program," is a full-time training program in agriculture for veterans of World War II who have entered the vocation of farming. In the three years this program has operated in Kentucky, a marked change has taken place in the farms and in the attitude of farmers toward new developments in agriculture.

In the county of Greenup in the foothills of Kentucky, a group of 19 young men have been enrolled in a class in the Institutional on-Farm Training Program since September 1946. The average gross farm income of the 19 men was $735 for the year of 1946. The gross income for

the year 1948 on these same 19 farms averaged $2,970. The increase in income was brought about by increased yields and reorganization of the farm businesses. Average corn yields were increased from 25 bushels per acre in 1946 to 63.5 bushels per acre in 1948. Tobacco yields were increased from an average of 1,154 pounds to 1,936 pounds per acre during this same period. Cover crops have been sown, pastures improved, and livestock on the farms improved and increased in number.

Not only have the farms been improved, but the farm homes have received attention. Sixteen of the 19 homes have been wired for electricity and home conveniences added. The influence of this group of trainees on the agriculture in the community has been very noticeable. Farming practices carried out by those enrolled in the vocational class are being followed by others in the community and, in the words of the teacher of this group, "There has been an enormous change in the way some of them are farming now." Success stories similar to this could be repeated many times by teachers and trainees throughout the state.

The Institutional on-Farm Training Program for veterans is operated as a part of the agricultural education program of the high school. A full-time teacher is employed for each 20 to 25 veterans enrolled. This teacher provides a minimum of 200 hours of class instruction for the group, and in addition gives each trainee 100 hours of instruction on the farm. The instruction received plus the supervised farming programs require full time of the trainee. The program is financed by a contract with the Veterans Administration. A tuition charge for each enrollee covers the cost of the program. There are now 15,215 trainees enrolled in the program in Kentucky. It is expected that 25,000 of the 200,000 farmers in the state will receive training in this program.

The value of this program to agriculture in the state cannot be calculated, but the stabilizing influence on the trainee himself and the help received in his adjustment to civilian life have been of even more value. Many veterans, especially the disabled, came back to their homes after three or four years in the army, restless and undecided on their future. Through this training program they have become interested in farming and have adjusted themselves to farm life. These men are citizens of their community. The kind of schools, churches, homes, and the kind of community in which they live will be to a large extent determined by them. The training they receive in working together for cooperative activities and in solving individual and group problems is fitting them for the role of leadership. The Veterans Administration tells us that 340,000 veterans are enrolled in the Institutional on-Farm Training Program in the United States. Since this program reaches nearly every farm community in the entire country, America is receiving training for leadership that will enable it to cope intelligently with the problems facing farm people.

Agricultural education will not have completed its task when the Institutional on-Farm Training Program is over. Many trainees will not have completed their training. Systematic instruction on a less intensive basis will be needed for some time. From

90 to 95 per cent of those enrolled in the Institutional on-Farm Training Program have asked the schools for systematic instruction after they complete the course in which they are now enrolled. Instruction will be needed in new developments in agriculture. Evening classes for adult farmers, as well as young farmers, must be continued and the number of classes increased to make available instruction needed in other farming communities. The results today in classes of vocational education in agriculture for high school boys, young farmers, and adult farmers have been most satisfying, but the job has just begun.

The farm of tomorrow is being molded in the agricultural education classes in the secondary schools of today. Changes in attitude among established farmers and those entering farming have been marked. Farming is now considered as a business—one which requires sound business principles, technical knowledge for producing and marketing the farm products —*and* a way of life. The farmers are learning to solve their problems in a businesslike manner, as they also learn to distinguish between truth and propaganda.

The farm of tomorrow will be operated by a farmer who is a competent businessman, a lover of the soil, and a man who knows how to produce and market the products of the soil so needed in a hungry world. The farm of tomorrow will be a pleasant place to live. It will have a modern home with conveniences comparable to those in the city. The farm of tomorrow will feed this country and do its part in feeding others less fortunate.

Agricultural education, in all its phases, will help to bring this about.

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Home Economics *and the* American Girl

By RUTH FREEGARD
Chief of Homemaking Education,
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IN almost any group a rapid-fire of comments on "home economics and the American girl" would mean a double barrage of contradictions surprising to most of the listeners. These would make a composite to show many points common among American girls despite marked differences in environment and inherited backgrounds. Home economics, still one of the newer subjects in education, has so many facets that a wide range of comments would be inevitable from the girls themselves as well as from others in all walks of life.

Youth of this industrial age, growing up in the aftermath of world war, are particularly vulnerable. Girls, as well as boys, do not know what is expected of them. They are uncertain as to what they personally need, now or for the future. As we adults well know, complex and rapid changes of today perplex adults, too. The status of the home is unsettled, yet the family home is vital to growing youth! Opportunities for early employment of youth are constantly decreasing. Since there are so many influences and activities operating outside the home, young people are more open to criticism because their greater freedom of action is not accompanied by corresponding development for sound judgment. Girls from farm homes, and their parents, especially need help during the girls' later adolescence so that the daughters may acquire prerogatives of young adulthood similar to the adaptation for responsibility and increasing independence provided for sons on the home farm. The enthusiasm and good judgment shown by the girls as they assume responsibility for projects which they helped to plan justifies faith in our young folks.

Increased use of the title "homemaking education" in high schools has resulted from continued efforts to consider the well-rounded development of the girl, both as an individual and as a family member. She, as well as her brother, needs a feeling of security if she is to develop to normal maturity. An understanding of this need for physical, emotional, social and economic security is the basis of homemaking curricula.

With the belief that homes are essential to the best development of children, courses are planned with group and individual experiences in all the areas concerning the home in which the students can reasonably participate. The girls are taught to evaluate and to utilize available materials for the everyday procedures, for physical fitness, efficient arrangement, use

and care of household facilities; and to attain an understanding of human thinking and relationships so that "one can live graciously with himself and with fellow humans." Keeping house today is simpler for most families, but keeping homes is harder. As part of modern education for consumers as well for producers of materials and services, it is vital that the girls learn how to keep expenditures of money and of time in proportion with resources. This is as important as their learning how to select, care for, prepare and serve food with full nutritive values.

The areas referred to above, which can be adapted to each local situation and to each local group, include:

- Selection and purchase of goods and services for the home
- Maintenance of satisfactory personal and family relationships
- Selection, preparation, serving, conservation, and storage of food for the family
- Selection, care, renovation, and construction of clothing
- Care and guidance of children
- Selection and care of the house and its furnishings
- Selection, use and conservation of home equipment
- Maintenance of health and home safety
- Home care of the sick and first aid
- Consumer responsibility and relationships
- Selection and provision of educational and recreational experiences for family members

To develop the sense of responsibility and techniques for organizing plans, goals, procedures; and evaluation of results; students share in the plans for class work, both at the beginning of the year and for each new work unit. They are encouraged to clinch their learning with informal and pre-planned experiences at home and with guided participation in various school and community projects.

The Future Homemakers of America is a rapidly growing national organization with 237,133 girls in 6,108 chapters in the nation and 173 chapters and 7,326 girls in Michigan. The F.H.A. supplements and further vitalizes work of homemaking classes through informal procedures and through the girls' acceptance of self-imposed responsibilities for their organization and its forward-looking program. Significant for the next generation of women leaders is a broadening interest, evident in its goals on international understanding and on intercultural patterns among the many groups in the melting pot of our own U. S. A. These programs are designed to help youth to cope with their greater freedom so that it is less likely to take them beyond their understanding and self-control. Dorothy Canfield said, in *Our Young Folks,* "We cannot do better for our girls as they approach maturity than to make them feel we trust them to have the energy, the resourcefulness, the moral courage to lay hold on whatever raw materials of life they find and shape them into a new vessel to contain the love of parents for children and faith of children in their parents."

The facilities for high school homemaking programs are planned to combine maximum homelike appearance with efficiency and taste, and convenience for group work. Variety in type, style, finish and cost of the kitchen units and other furnishings

make it easier to teach consumer buying and to demonstrate possibilities for adaptation to local homes.

Teachers of homemaking have the greatest opportunity of any secondary school teachers to improve the daily life of young people. Because the subject is still recognized as a growing new field, its teachers are freer than many to develop new procedures. Those sincerely interested in the students use time for individual counseling to obtain greater understanding, and they can be more helpful to the student. There are an increasing number of workshops, small group meetings and conferences arranged by homemaking teachers to share ideas for more effective guidance and teaching procedures. School administrators show a marked increase in understanding and appreciation of homemaking education as it contributes to individual development and effective citizenship in a democracy. They provide time for teacher counseling, home visiting, and other contacts which extend and improve education for home and family living.

The need is general for preparation for homemaking since this is the only vocation in which every social and economic group participates. There is vital necessity for sound programs, flexible and well-adapted to varied and changing conditions. Not only should the homemaking program help the modern girl to be vigorously and creatively useful to society and to herself, but it should encourage her to participate in adult homemaking classes after her school days are over, for better understanding and help in solving her later problems in family living. Adequate adjustments and new management procedures to combine remunerative work outside of the home with successful homemaking are increasingly needed.

There is a need for more joint evaluations of the offerings in adult homemaking by the younger and older adults, the teachers, and the school administrators. Do they truly tackle vital problems of home and family living in the community? Would there be the present proportion of knitting and sewing classes *if* the problems of conserving and managing resources (money, time and materials), the needed adjustments in new and growing families, the physical and mental health within the home, and other difficulties, were faced by both the possible enrollees and the teachers? Are teachers chosen who have the confidence of community members in their ability to help people meet problems vital to modern living?

Through the ages women's work has been chiefly service. In this industrial age, with its profit-making emphasis, home economics provides training for service through many needed channels. Girls of today should be prepared for useful work outside their homes. The wide range of vocational opportunities to which home economics makes a contribution still lacks general recognition which would stimulate more cooperative programs in the schools and more employment with this training considered an asset by employers.

Leaders need be continually alert if home economics is to serve the American girl and the American home adequately in developing well-rounded, happy individuals, enriched family living and responsible citizenship participation. Recognizing that life in the community and in

the nation is really home life on a large scale, our youth, particularly our girls, need to be clearer in their beliefs about homes and families. They need to know what to do with their individual lives if families of the future are to combine the unity and permanence of the traditional family with the newer sympathetic comradeship and deep emotional satisfactions which give joy to family living today.

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Area Vocational Schools *in* Connecticut

By EMMETT O'BRIEN
Director, State Bureau of Vocational Education, Hartford, Connecticut

THERE are twelve vocational-technical schools operated by the State of Connecticut and one school locally operated on a state-aided basis. The first of these was started in 1910 and since that time additional ones have been added. Changes in these schools have had to be made over the years in keeping with developments in industry, in social customs and in increased needs for training in industry.

Important changes in industrial technology and development of new methods, materials and procedures in industry have made necessary some very definite changes in the program of education offered in the schools. Modern society is complex. Modern living is not simple. A type of preparation which would have fitted the average citizen for living in his community in 1910 is not suited to today's society. It is the responsibility of those in charge of the state-operated schools, whose purpose is education for industry, to see to it that these schools meet the needs of Connecticut to the greatest possible extent.

Basic objectives of these schools, in the type of preparation needed today, can be simply stated as:

1. Education for earning a living,
2. Education for constructive, active citizenship, and
3. Education for social competence.

A fundamental purpose in operation of the schools in the State of Connecticut is the support of the state's basic economy. The value of products annually produced in Connecticut industry is approximately three billion dollars. Effective support by education in the technology and skills of industry is important if this level of productive enterprise is to be maintained. In New England the very lifeblood of the economy is industry. The services of our schools may be divided in the main into three categories:

1. All-day trade preparatory courses which are designed to give young people of native ability, interest and talent *training in* the *fundamental skills and knowledges* of the skilled trades.

2. Part-time extension training which is designed to give to the apprentice in industry *supplementary knowledges and skills* through organized instruction in the trade fields in which he is serving his apprenticeship.

3. Service to adults in *all* of the *phases* of *skills and knowledges* which can serve to *increase* the *occupational competency* or the civic efficiencies of the adult population.

There are very strong arguments in favor of such schools being operated as

state schools to serve a geographical region. In the first place, it is unquestionably cheaper and far more efficient to provide an adequate school to serve a particular region of the state than to leave this type of education and training to various individual communities and municipalities which, in a struggle to provide something of this kind, would undoubtedly offer a poor substitute for what can be maintained as a state system. The equipment which goes into these schools is very expensive and such equipment should not be duplicated needlessly. Usually the number of people to be served in individual localities in a particular trade area would be too small to set up the services under local auspices; however, the numbers to be served in the region including this same area might be entirely sufficient to justify such a course. The state system of schools gets the benefit of greater and more direct contact with industry, with exchanges of information as to method, procedures, etc.; it has the benefit of flexible personnel, not only in the shifting of personnel to serve where needed, but in the development of efficient teachers and administrators for carrying on the work.

It is not an exaggeration to say that the Connecticut system of vocational schools is and has always been regarded with the very highest nationwide respect. This should be so as it is a fact that of the entire country Connecticut is the highest in percentage of skilled workers to total workers. Connecticut is second in per capita income. Connecticut is fourth in population density; all of this in spite of the fact that in geographical size Connecticut is 46th. Expenditures for the operation of these schools in all of their programs might well be regarded as plowing under a minute part of the total value of products of industry in order to sustain the economic base. The most valuable natural resource which Connecticut has is in the skills of its people. The industrial economy of Connecticut will be supported only to the extent that these skills are maintained, improved and developed.

Connecticut's leadership in industry has come about very largely because of the inventive genius of its people. In today's industry inventive genius is not enough because the inventor today works in the application of technical science to new processes and new methods. He must have therefore as a basis for his inventive skill, knowledge and training in essential basic science as applied to industry.

When the regional schools of Connecticut were first started in 1910 the city in which the school was located supplied the building and bore the expense of building maintenance, heat, light and power, and paid for one-half of the salaries of the custodians. The state equipped the school and paid for all charges of instruction, including salaries, supplies, contractual services, etc. This arrangement has existed up to the present time. At the time this arrangement was begun the schools operated pretty largely as local schools, since the students attending were drawn from the immediate vicinity of the school. However, due largely to change in distribution of population and to transportation by automobile, the area served by the school is constantly expanding until they no longer serve as local schools but are, in actual fact, regional schools serving a wide

area. One problem involved in the development of the state regional school system has been the difficulty of getting adequate plants supplied by municipalities. Several years ago careful study of this problem was made and as a result the State Board of Education proposed to the state legislature that a program of building erection should be undertaken by the state. Following out this policy, a request was made for appropriations in the present session of the General Assembly which has voted seven million dollars to erect new vocational school buildings in five centers in the state: at Bridgeport, Danbury, New Haven, Torrington and Waterbury.

The design of these schools will be completely functional and provide modern facilities for carrying out modern programs of education for industry.

It should be of interest to note here that in developing the modern programs of education for industry in Connecticut, all the state's three hundred instructors and administrators are brought into the development and planning on a statewide basis. Curriculum committees in the various trades work constantly, and time is allocated to them for improving and keeping up-to-date curriculum development. Close cooperation is maintained with craft committees in the various trades in order to be sure that instruction reflects modern practices in industry. Specialists are attached to the central office staff to work on a statewide basis with all schools in the development of special techniques and in establishing the best sort of uniform procedures. It has long been the feeling in Connecticut that the state method of operating regional schools is more economical to the taxpayers of the state and that the quality of the program is sounder because it is administered by people trained and experienced in the field of vocational education. That the people of the state feel results over the years have been successful is evidenced by their continuing support in the development of the program.

What Agricultural Education Means *to* Rural America

By J. MARION ADAMS
State Director, Vocational Education,
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Little Rock, Arkansas

EVERY acre of soil and every rural youth of America possesses capabilities useful to our economy if they are discovered and developed. The wide open spaces of rural America comprise the laboratory for this process where young men learn to wrestle with the realities of life. The results of this effort are the production of the necessities of life and the development of competent, aggressive rural leadership. Every agricultural worker should cherish the opportunity to implement and coordinate this process.

Workers in vocational agriculture, along with the employees of other agricultural agencies, have endeavored to adjust their programs to the veritable needs of the agricultural industry of this nation. An example was the shifting in objectives of the long-established regular program of vocational education in agriculture for out-of-school students and in-school youth to an all-out contribution to the production of food, feed, fibre, and oil producing crops, sorely needed in the war effort during World War II.

Emphasis placed on the need for increased production of farm food crops resulted in increases reflected in comparing 1944 production records with averages for 1935-39 as follows: oil bearing crops, 160%; food grains, 56%; poultry and eggs, 50%; truck crops, 43%; feed grains and hay, 30%; fruits and nuts, 17%; dairy products, 13%; vegetables, 11%; and tobacco, 11%. For the same period, the increase in farm animal production was: beef cattle, 31%; dairy cattle, 10%; sheep and lambs, 1%; hogs, 91%; and chickens, 41%.

Further proof of the ability of vocational agriculture teachers to provide leadership in conformity with the needs of farmers has been their alertness in accepting responsibility for offering on-the-job training to young men returned from the armed forces who desire to become established or re-established in the business of farming.

In Arkansas alone 21,512 veterans are now receiving on-the-job training in agriculture through the vocational departments of the local high schools. This enrollment has grown remarkably since the initiation of the program. April 15, 1946 records a total of 2,500. On April 15, 1947, a figure of 9,500 had been reached; on April 15, 1948, 17,813; and on April 15, 1949, 20,587. The 21,512 veterans now enrolled manage more than a million acres of land, and more than 50% of the enrollees own their own farms.

They are registered in 902 classes of 307 Arkansas high schools.

Agriculture is not merely a big business, but it is *the* big business in the United States. In terms of value of output, it was five times as large as the steel business and approximately eight times that of the automotive industry in 1946. More than that, agriculture is largely a capitalistic business with some 90 billion dollars invested. This emphasizes the importance of agricultural education, particularly from the business angle.

Agricultural workers have cooperated with other industries of the nation to provide a more balanced economy and a better balanced social order. In the Spring of 1949 national officers of the Future Farmers of America made a two weeks' public relations tour, visiting business men and industrialists in the cities of New York, Philadelphia, Cleveland, Akron, Detroit, Chicago, Milwaukee, Racine, and Crawfordsville. These farm youth were enthusiastically received and responded just as enthusiastically. Following the trip, the President of the National F. F. A., wrote as follows: "The one thing that impressed me most was the agricultural research that is conducted by the large industrial concerns. Frankly, I had thought that industry never considered the many problems of the farmers. After visiting some of the research plants I am thoroughly convinced that the men in agriculture and industry are working together for one common cause—to produce more, and to produce it more efficiently."

Agriculture leads all other industries from the standpoint of employment also, farmers numbering 5,800,000 in 1945 as compared with 3,500,000 employees in the construction field, the next largest group employed. Those responsible for training in agriculture are dealing with the largest group of workers and a group whose responsibilities are growing more technical daily. This highly mechanized trend in agriculture serves only to emphasize the fact that, although the farmers will continue to work with their hands, their work will be more technical. The farm is paralleling the direction of industry in which probably 90% of the work is now performed by machinery but the worker must adjust, operate, and repair the machinery. Agricultural education can mean a great deal to the farmers if it can keep them up to date on current mechanical development for agriculture.

Established farmers have need for and interest in organized courses in farm machinery repair. This fact is reflected in the enrollment figures of courses offered under the War Production Program which included approximately 4,500,000 people during the war years, approximately one-third of which were students in courses in farm machinery repair and construction of labor saving equipment. Interest in farm machinery repair is perhaps more marked during the postwar years because farming is even more highly mechanized, and the young farmers returned from the war and just beginning to farm are progressive and anxious for the mechanized processes.

The content of courses in farm machinery repair should be such as to enable farmers to maintain their machinery satisfactorily, as well as to recondition it. No definite and rigid outline should be used for such a course in a given community or by

any given instructor. The contents of the course should be made up by a local advisory committee so that the needs of the participating farmers will be met.

Efficiency of production of all agricultural products will ever be one of agriculture's most important problems. But heavy production of crops without regard to the conservation of natural resources is a futile gesture. Only education and conservation will put a stop to the 40 or more 40-acre farms that float down the Mississippi each year. The teaching of conservation of such natural resources as soil, water, forest, and wild life, is the most needed form of instruction. Practices originating with such instruction indicate that young men have acquired long-range objectives and wholesome attitudes toward others. In our thinking, accidents are usually connected with industry or transportation, but there are annually some 18,000 fatal accidents in rural areas. Consideration for others and carefulness have an increasingly important place in agricultural education as the farm and farm home become more highly mechanized.

If the rural portion of the five million boys between the ages of fifteen and eighteen years are to become farm leaders, more attention must be given to their health, and conditions conducive to good health. It is known that depleted soils produce mineral and vitamin deficient foods that directly affect the health of the individual. Unsound teeth and skeletal and muscular deformities were the chief causes for the 42% rejection of white men under draft during the last war. Six of the Southern states in which soil leaching is predominant showed a record more than 50% of rejected draftees. The generally accepted idea that farm youth are the healthiest of the nation was quickly shattered when Selective Service records became available. Health of farm people has been claiming much attention in medical and agricultural circles since the war. Personnel in these professions readily agree that education plays an unquestionable part in providing understanding and educational background necessary for awakening farm citizens to their health needs. Education in nutrition in planning farm food budgets; establishment of school lunch programs, community canning plants, meat-curing plants and frozen food lockers—all these have met with enthusiastic reception in farm communities throughout the nation. It is hoped that better balanced diets and improved nutrition are resulting in improved farm health and thus in happier, more efficient farm people.

One of the most significant phases of rural life considered in the objectives of training by vocational agriculture workers has been that of recreation, a matter closely allied to health. Mechanization of farm and home life has reduced working hours required for farm production; therefore special attention has been given to planned and organized recreation. Some of the recreational activities carried on in the F. F. A. include bands and orchestras, debates. public speaking contests, radio programs, picnics, parties, father and son banquets, summer tours, athletics, and many other similar activities. A close study will reveal that educational values and even economic benefits frequently result from these recreational activities.

One of the greatest contributions that vocational workers have made to

more pleasant farm life is to give the youth of Rural America pride in farming as an occupation. The day of apologizing for being a farmer is over. Leadership training activities, improved recreational facilities, and intense training in the science of farming have served to make the farm boy more secure socially and economically. He has the opportunity to learn to stand on his feet and express his original thoughts through public speaking contests, and is able to do so effectively in situations comparable to those in the urban schools. He has the opportunity to learn to conduct meetings capably and with correct parliamentary procedures. These are opportunities afforded rural youth of America that were not afforded their fathers. Politically, the farm youth of today considers himself a valuable citizen, not a reticent bystander. Through educational procedures, he has come to feel free and eager to contact his governmental leaders regarding matters in which he is interested. He interests himself in political issues and civic enterprises. The vocational agriculture worker has done much to encourage this outlook.

Technical subject matter taught to the 130,000 new farmers required annually for replacements in the United States is not alone sufficient. A young man taking his place in the rural areas as a farmer must not only know technical agriculture, but must be prepared to organize for bargaining power to compete with business and industry. He must be able to visualize rural problems; to interest groups in their solution; to break the problem into units; to select individuals who can deliver to the units; to circumscribe the privileges and responsibilities; and to work among them, keeping them contented at their jobs.

The lengthened life span, the rapid mechanization of the farm and home, and the fact that learning ability is generally greatest in the years just following high school graduation indicates a responsibility for agricultural education for adults as well as for high school students. The rural youth and his natural laboratory, the farm, is a natural combination for wholesome, practical instruction. Out of this environment come young men who possess industry, self reliance, dependability, and leadership. Nothing contributes more to good citizenship, free enterprise, and the American way of life than ownership in a small piece of land.

Industrial Arts—
A Complete Program

By FRANK C. MOORE
Director of Industrial Arts, Cleveland Public Schools, Cleveland, Ohio

THE industrial arts program, by its very nature, is unique for the contribution it makes to the individual's particular needs. A few persons have the mistaken idea that industrial arts is only for certain types of pupils, subnormals for example, when the facts and the subject matter itself testify to an infinitely broader application.

The industrial arts curriculum gives recognition to physical and mental changes taking place in the child at every stage of school life and experience. It also recognizes individual differences, meeting demands for educational and social development and providing opportunities for exploration essential to guidance.

To all pupils industrial arts offers an added means of expression and to many the most natural means. Instances of record show that through this work an appreciation and understanding of some of the abstract subjects have been developed. Through the opportunity for natural expression in industrial arts activities, pupils have found a real reason to delve deeper into subjects which might otherwise prove uninteresting.

The Ohio State prospectus on Industrial Arts includes a descriptive definition:

"Industrial Arts is one of the *practical arts,* a form of general, or non-vocational education, which provides learners with experiences, understandings, and appreciations of materials, tools, processes, products, *and* of the vocational conditions and requirements incident generally to the manufacturing and mechanical industries.

"These results are achieved through design and construction of useful products in laboratories or shops, appropriately staffed and equipped, *supplemented by* readings, investigations, discussions, films, visits, reports, and similar activities characteristic of youthful interests and aptitudes in things industrial.

"The subject of Industrial Arts, while *encompassing all age and school levels,* is justified in secondary-school areas for such purposes as exploration, guidance, the development of avocational and vocational interests and aptitudes, specific manual abilities, desirable personal-social traits growing out of industrial experiences, ability to choose and use industrial products wisely,—all coupled with the aesthetic relationships involved. In general its purposes are *educationally social* rather than vocationally economic, although in the senior high school it may increasingly emphasize vocational objectives in a non-legal sense, for certain students.

"*Industrial Arts* includes such industrial representations as drawing and design, metalwork, woodwork, textiles, printing, ceramics, automotives, foods, electricity, and similar units, either as separate offerings or in various combinations common to the 'General Shop' or *Laboratory of Industries.*

"The term *laboratory* is more appropriate when the offering is provided upon an experimental or developmental basis, as is commonly done in the junior high schools. The term *shop* may be more appropriate where the work is carried on rather upon the production or economic basis, as may be done in the senior high school.

"The term *Industrial Arts* is displacing the historical but narrower term *manual training;* although *Industrial Arts* emphasizes in addition the all-round arts of industry rather than just manipulative or 'manual' aspects of artistic construction implied in the term *Manual Arts.*"

Certain general objectives, applicable to the industrial arts program throughout the school system from grades one to twelve, inclusive, are listed below:

Industrial arts offers explorational experiences for all students. Students have an opportunity to explore tools, materials, and processes. Through this experience they are given an insight into the materials with which they might like to work, and they are given an opportunity to explore their abilities and aptitudes in terms of the materials and processes used. In the extensive industrial arts curriculum the boy or girl has an opportunity to explore most of the industrial materials and processes of today.

Industrial arts develops a sense of consumer knowledges and appreciations. Every boy and girl enrolled in a public school is a consumer of this world's goods. Efficient consumption depends upon being able to select and use the article which offers the most possibilities for the job it is to perform.

Through experiences in industrial arts work pupils learn to operate and use most of the mechanical devices found in and around the home. They learn to make simple repairs and discover their limitations insofar as repair work is concerned. This makes for efficient consumption.

Industrial arts appeals to and gives a background for avocational interests. Having a hobby is almost necessary for happiness today. People without hobbies suffer in a complex social order. Industrial arts offers opportunities to work with many materials, tools, and machines and from these experiences hobbies are formed.

Hobbies are seldom followed by people who cannot maintain some degree of success with them. By developing right techniques in shops with tools and machines this success is made possible.

Industrial arts work offers an opportunity for personal social trait development. A good way to teach citizenship is to put a pupil in a work atmosphere which is similar to that in which he will find himself upon leaving school. Desirable personal social traits are never developed unless one actually lives in a situation where their development is possible. The informal atmosphere of the shop makes it possible for one to live nearly as life is lived outside the schoolroom.

In connection with industrial arts work a pupil personnel organization can be set up which will permit the

development of desirable social traits. Objective means for selecting officers and personnel can be used. A continuous study of trait actions in the shop facilitates the development of right habits and attitudes toward individuals, toward society, and toward work itself.

Industrial arts gives students common technical knowledges and abilities. We are living in an industrial world. Practically everything we see is based on technical knowledge and information. The industrial arts curriculum is useful whether the pupil goes on to make a living in the industrial world as a worker or whether he becomes a manager or an executive in the field. To the many boys who are going to become industrial workers, this phase of the work is invaluable.

Industrial arts offers a basis for guidance and counseling. Through industrial arts the pupil is able to make a self-analysis of his own interests and abilities as shown in various types of shops. In this way he is able to consider his vocational possibilities and to select specific training to develop these potentialities. As a basis for counseling industrial arts is a necessity.

Industrial arts gives an opportunity for manipulative functioning. Many objectives for educational work are stated in terms of ideals or character building elements which are the result of method more often than content. In the field of industrial arts specific accomplishments are possible only through actual manipulations carried on in the shop. True growth comes through actual participation.

A boy must work with tools, materials, and machines if he is going to make this information a part of himself. The manipulative experiences offered through industrial arts should be at least 75 per cent of the pupils' industrial arts experience.

Industrial arts in the upper grades offers a basis for vocational connections and a background for vocational education. It is impossible to distinguish the point where industrial arts may cease to be general education and become vocational. At the upper secondary level in a technical high school most of this work may be classified as either vocational in nature or purely general education, but it has for its background, regardless of nomenclature, specific training in skills which are salable to the industrial world.

The significance of the hand in development of the child is fully recognized in the public schools in the elementary grades. Handcrafts or industrial arts education as presented to the children have been planned in accordance with the educational aims of motor action, accomplishment, development and progress. Units of work in the primary grades offer many opportunities for the introduction of handwork. Handwork on these levels is not thought of as a separate subject but rather as an integral part of the teaching procedure.

The major crafts carried on in the elementary craft rooms are wood crafts, decorative art metal crafts, textile crafts, and decorating and finishing. Boys and girls delight in making wood toys on wheels, book ends, nickel silver bracelets, letter openers, stuffed animals, purses, doll clothes, clay animals and figures, along with many other gifts and surprises.

Entire classes of boys and girls spend regular periods in the craft

room. For example, in Cleveland, handcraft is augmented by a radio handcraft program. This year they broadcast radio handcraft programs to pupils on the third grade level. Appreciation lessons, monologues, dramatizations, or a series of directions on how to make certain articles are types of lessons broadcast. Radio handcraft booklets containing instruction sheets for each lesson are in the hands of all teachers of radio handcrafts. Work sheets for each pupil for each broadcast for the entire semester are sent to each building upon request. Every elementary school has a set of 100 slides which are used with some of the broadcasts. Most of these are in color.

The selection of the major fields of industrial arts in the junior high school has been made from existing industrial activities adapted to the individual needs and interests of boys and girls in the seventh, eighth and ninth grades. It has been found that a large percentage of workers are engaged in industrial occupations or occupations closely related to the fields of drawing, metalwork, printing, and woodwork.

Each of the three years that a boy spends in the junior high school is considered a distinct period as far as the industrial arts program is concerned. The seventh grade is the period of self-adjustment. Here the pupil makes the transition from the elementary school to the junior high school. The eighth grade is the period of exploration and discovery. During this time more serious consideration is given by the boy to exploring tools, materials, processes and related industries. His task of setting type in a stick in the graphic arts shop is related to that of a linotype operator in one of our large newspaper plants. The boy's job of laying out a pattern, cutting it out of sheet metal, soldering and riveting it may have the same basis as the heavy presswork done in many metalworking industries. The ninth grade is the period of tentative choice. A boy elects his industrial arts work guided by his interests and his experiences in the seventh and eighth grades. It is during this period also that the boy, with the guidance of his teachers and parents, chooses the senior high school where he may continue training in his major field of interest.

The upper secondary level of public schools offers many opportunities for the successful realization of major values to be derived from a well-rounded Industrial Arts program. This level of instruction has received attention for a longer period than any other. For many schools it is the only time students may take shop work of any kind. In some states it is required.

It is impossible to suggest a definite program of studies for the senior high school. The size of school, the physical conditions, the type of community, the kind of school itself, all influence the offering to be considered. Whether it be in a single general shop or a school with many types of general shops, the curriculum should encompass as many of the areas as possible. The more shops available, the more intensive and extensive are the potential possibilities.

The work in the cosmopolitan or comprehensive high school is not primarily vocational. Its major function is to give the student, through study and participation, a better understanding of this industrial world in which

we live. Through exploration, manipulation, research and comparison he should be a better consumer and user of the world's goods.

The place of the technical high school in the industrial arts program is one of serving two purposes. For many it becomes preparation for entrance into a technical college. For others it becomes preparation for work after high school graduation. The latter must not, however, be confused as being trade education. Pupils graduating from a technical high school must meet the regular high school graduation requirements in addition to specializing in at least two areas in industrial arts.

Orientation takes place in the tenth grade and all pupils electing industrial arts for their major generally follow a required pattern. Selection of a specialization area becomes important to the pupil at this time for his field is large. If, for example, auto mechanics is selected, the boy begins to follow an auto mechanics specialization routine with 10 points' credit in machine shop and 5 points in mechanical drawing required for the 11B grade along with his regular academic requirements: English and American History. For the 11A grade mechanical drawing is again required for 5 points' credit and auto mechanics is taken for 10 points. In the 12th grade he will take physics both semesters and auto mechanics II and III. The other 10 points needed in each grade to make a full schedule are selected from various elective courses offered. Similar requirements and electives are charted for other areas of specialization. In all areas laboratory equipment is provided for necessary instruction in the principles of design, construction, operation and maintenance of the various machines involved. During the latter part of each semester practical application of acquired knowledge and skill is gained by performing specific jobs or solving specific problems typical of the area.

Industrial arts work is offered in many special schools and classes. Various phases of industrial arts work have been carried on satisfactorily with sight saving classes; classes for children mentally subnormal, for deaf children, crippled children; or boys at corrective institutions. We find that classes for both mentally and physically handicapped children require a specially trained teacher, different type of equipment, and a curriculum adapted to individual situations.

Industrial arts is one of the newer subjects in the public schools. It has gone through the period of change in terminology from manual training, through manual arts, to the present industrial arts program. The activity involved has always been considered general education. We believe that for all students some of this type of work is necessary and that extensive opportunities should be offered for many students to develop. One of the great problems confronted in maintaining such a curriculum is the constant revision of course material. New materials, new processes, new machines, make constant reorganization and re-evaluation necessary.

Does Home Economics Training Result *in* Better Home Life

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"YOU can tell that my daughter had the Vocational Home Economics course from the way her house looks and how healthy her children are!" a woman who worked in the hotel where I was staying told me. Upon my asking further about her daughter, she told how the girl, when she married, had insisted on getting a good stove and refrigerator similar to those in her Home Economics room at school and that her family now has wholesome, sanitary foods and is healthy.

Some of her friends had put their money into "parlor suites" and when their children came had no way to take care of their food. Their families were sick a great deal. This girl had learned what was important in a home and how to plan on getting these things first—and she has a happy home and family.

The mother added—"When I visited that Home Economics Department, I thought the equipment was too good for the girls, but now I can see what they learn from it!" "Education must not only be *good,* but it must be *good for something,*" said the Lyndes in their *Middletown in Transition.* Can the Home Economics course *educate* as well as train for homemaking? Can it be *good* and *good for something,* too? One of the ends for which we educate is the development of adjusted persons able to enjoy life, form judgments, and assume responsibility.

Home Economics programs offer different kinds of actual experiences in planning and working alone, or in groups, in different areas of home life —meal planning, preparation and serving; clothing care and construction; home furnishings; child care; home nursing; home management and family life. These situations and problems are typical of those in homemaking and housekeeping.

The setting in a Home Economics Department simulates the homes of the community. So girls learn some of the important life traits, such as ability to form judgments based on facts and situations, and to assume responsibility. Home economics educates as it trains! This area of education must be a definite, organized part of the high school curriculum. It cannot be an "incidental" or be "taken" only where it relates to a phase of some other subject. The offerings are essential for all girls (and boys, too).

Home economics courses are built on the basis of interest, need, development of the students, and facilities. Usually a countywide survey of homes is made before a course in home economics is outlined. Interests of each

girl, her family, her social and emotional development, and her vocational prospects are studied and analyzed. Conferences with parents may reveal needs and interests of the whole family. These are all important factors in establishing a course in home economics.

Home economics is a "natural" for girls! It should be allowed ample time in the schedule so that problems in such areas as foods or clothing will be completed properly in a normal amount of time. Will a girl want to make her own clothes, if it takes her three months to make an apron in class? (If the class meets only twice a week for forty minutes, and there is only one sewing machine for each six girls—this can happen!) Will she want to cook at home if she doesn't see her muffins or cake when they finish baking? The time allotment, equipment, and organization of the classes in home economics must be so provided that girls will get some satisfaction and feeling of security through a helpful, normal experience with good results and products.

It is interesting to watch the developments in education—the constant changing of plans, goals, and methods to make education function in the lives of children and youth. Checking home economics as a developing educational program, we find that it was started as an integrated subject, with the home and family as the center or "core" of interest. Those phases of art, science, economics, sociology and psychology which helped solve the problems of the home, or made the materials more interesting or simpler, gradually became part of the home economics program. Home economics now is an integrated subject centered around the home, with activities, problem-solving methods, pupil-teacher planning and related subject matter. Some of the most progressive ideas in education today have exactly these characteristics and are even centering their interest on home and family. The pioneers in the home economics field were indeed a far-sighted group of progressive women!

In order that home economics may be functional, and because it has many phases calling for different teaching techniques, teachers in this field require special training and experiences. Teacher-training in home economics has been thorough from the beginning of the program. Observation of skillful teachers and supervised student teaching experiences have helped develop an understanding of the program.

Teachers need to use a variety of methods to develop skills, judgments, knowledges and appreciations in all of the areas of homemaking. Discussion and group work are just as important as laboratory experience in preparing girls or boys for participation in family life now and in their own homes later. The teachers themselves must enjoy girls and boys—"get a kick out of them!" It is too bad when teachers look on teaching as only a "job" or a thing to be endured. There is fun and challenge in holding youthful interest and trust. Home economics offers such a wide variety of interests that no home economics teacher needs to be dull or boring to her classes!

Incidentally, about 70% of the girls graduating from high school are married within the next four years—so that their need for understanding family life and home responsibilities is not in the distant future. The home eco-

nomics teacher plays a very important part in the education of youth for a most important part of their lives—their homes and families.

What part is played by Home Projects of the Vocational Home Economics Program in preparing girls for home efficiency? We all like to work with our *own* things and improve our *own* room or skill or appearance. Home projects are the most functional part of the home economics program. Through this supervised work by girls in their own homes, using their own materials and equipment, we find home economics improving the homes. The teacher can observe progress in the home itself—better arrangement of kitchens for convenience, good color schemes in rooms, closets built in, improved storage space (for canned foods, utensils, vegetables, and the like), slipcovers on old furniture to give it a "lift," better balanced meals, made-over clothes, and even healthier children.

In the summer of 1941, I visited several girls who were carrying summer projects. At one farm on the Eastern Shore, Miss Jefferson (a Home Economics teacher) and I found the two girls in one family taking as their projects their twin baby brothers, two cunning fourteen-month-old boys. They were taking entire charge of the children, using all they had learned in their child care unit in home economics, even to making their clothes. The girls and their "projects" seemed very happy about it, the mother was relieved of the care of the babies, and the father was extremely proud. This spring, at a P.T.A. meeting at their school, I again met the two girls—now married and with "projects" of their own. They were loud in their praises of the help that summer project had been to them! Neighbors told me what "wonderful homemakers" these girls are now!

The summer program of home project supervision makes it possible for girls to plan and carry on home improvements with their teacher's help. Often the whole family gets so interested in the project that, while the girl may fix up her own room, the father and mother "do over" other parts of the house. In some cases, when a girl takes over as her project the family meal-planning and preparation for the summer, the father insists that she continue with it because meals have more variety and the "food money" goes farther. The project often is an activity that the girl would do at home anyway, but with the help of her home economics teacher it is easier and more interesting, and she is encouraged in doing it.

Teachers get first-hand information about the homes in their school community and can use this information in planning the course in home economics. Family customs, background, and standards are important to the girls and need definite consideration in the content of the course if home economics is to help them and really function at home. Often traditional dishes, color schemes, needlework, or other local customs distinctively enrich the classroom procedures. A good course in homemaking is based on all of the known factors in family life in *that* community.

The F.H.A. (Future Homemakers of America) and the N. H. A. (New Homemakers of America), organizations for the white and Negro girls enrolled in home economics classes, are integral parts of the program. The

organizations have a two-fold purpose —to offer opportunity for groups to work together for service to their homes, schools and communities, and for individuals to develop their own capacities and personalities. Each girl may work as hard as she wishes or as she has the ability to progress. Her efforts to attain the standards of achievement are rewarded by the conferring of the Degrees of Achievement. In the F. H. A. they are: Junior Homemaker, Chapter Homemaker, State Homemaker, and American Homemaker. Those attaining these degrees are entitled to wear a national symbol designating the degree.

Activities in the chapters or between the chapters are non-competitive in nature because homemaking is a cooperative activity. To promote this spirit of working together, many of the social functions, parties, teas, programs and banquets feature the mother-father-daughter relationship. The girls themselves ask for discussions of family life and are keenly interested because they are the "Future Homemakers of America." The influence of these two organizations for girls reaches into the home and community, building attitudes of cooperation and service.

Both of these organizations help girls in foreign countries through National and State Projects. At Christmas, boxes of sewing materials, books, school supplies and clothes are packed by members of the individual chapters of F. H. A. and N. H. A. in the various states. Often, letters come back from the recipients and an interesting correspondence ensues. International understanding and service are real experiences for these girls—fine training for useful lives!

These clubs are wholesome activities sponsored by the schools and by the Home Economics Service of the U. S. Office of Education. They were established in 1940.

Why is home economics called *vocational?* Many people associate this word with earning a living—mostly outside of the home. Homemaking is vocational in the sense that, in providing a home and taking care of the family needs, the homemaker earns vicariously because she makes it possible for others to do so. Homemaking is a great responsibility which often spells success or failure for the family either socially or financially. Responsibility for the health, security, comfort, rearing of children, relationships, happiness, and finances of the family are the homemaker's "job." She is the consumer's "buyer" and spends a large proportion of the family money—quite naturally women spend or invest over 90% of money earned in families.

Is this an easy "job?" Will "instincts" be enough to help the homemaker when she needs it, or is it better that all girls be prepared for this "job" while they are in school, as a part of their education for life?

Vocational home economics does not specially train for wage-earning, but the values obtained from the program will be an asset in most jobs. Studies of the traits which make for success in business all list personal appearance, courtesy, and reliability as the most important. These traits are especially developed in home economics. So, although the direct aim of the program is not for wage-earning outside of the home, the values learned in home economics contribute to success either on a "job" on in a girl's own home.

Are you one who thinks of housekeeping as a bore, a drudgery, a thing that has to be done but is hateful? It is too bad when women have this feeling about something that is daily a part of their lives. Home economics develops the creative as well as the scientific side of homemaking. Many phases of clothing construction, home decoration, table setting, flower arrangement, gardening or cooking may be artistic and furnish an outlet for creative ability.

Girls who are majoring in academic or commercial courses in high school often elect home economics because it gives them a leisure time activity that is creative and helpful. Many of these girls, although they "plan to go to college," are soon married and find a real need and use for any home economics work that they have had in high school. The president of one of our large eastern colleges for women recently made the statement that she felt college training had failed in *one* important phase. Young women graduating from this college had an excellent grounding in mathematics, languages, sociology, and like subjects. But most of them spent most of their lives managing a home and bringing up children—life jobs for which they had *no* preparation!

In this time of high cost of clothing, women are anxious to learn how to make their own. They want to have their "homemades" look like "store" clothes! Hundreds of women and out-of-school girls have received help and instruction in home economics classes for adults. Quick methods of construction, expert pressing, attractive finishes, good color combinations, and clever fitting have been demonstrated and taught in these classes with results that have been outstanding. Many young mothers (and grandmothers, too) have learned to make children's clothes dainty and attractive with smocking, feather-stitching, faggotting, or cross-stitching. They have found it easy and economical to make children's clothes that outlast the commercial ones—better material for less money and they do not fade with frequent tubbing.

Women who do not feel equal to making their own clothes get a satisfaction and creative outlet in planning and making household articles and clothes for children. They acquire confidence in themselves through the adult class instruction—good instruction in classes where others are as inexperienced as they are.

There is great interest in home furnishings—the "what" and "how" of inexpensive but attractive draperies, slipcovers, pillows, and like articles. You might be surprised to see a car, with an overstuffed chair tied on the rear, driving up to school, just before the adult class convenes. This often happens—one of the members is bringing her "problem" to class to learn how to slipcover it! What a change and improvement this can make in the home! And how proud the whole family is of mother's success!

Many other phases of homemaking are taught in organized classes in the home economics adult program: Child study (for young mothers), food and nutrition for the family, foods for special occasions, home appliance and textile selection, home nursing, and home management.

All of this program in home economics for adults, as well as that for school-age youth, results in better home and family life.

Vocational Agriculture *in the* Public Schools

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PROGRESS in American agriculture and scientific enlightment of the American farmer march hand-in-hand. The early settler in this country planted and tilled his crops for family sustenance with crude or wooden implements. It is a long stretch from the practices of this period to those of the presentday highly mechanized American farm. No other phase of American civilization has moved forward at a more rapid rate.

What is the explanation for this amazing progress? One answer stands out—education! There is no doubt that scientific enlightment is the reason for this progress. Illiteracy was widespread among the early settlers. There were no public schools in which even reading and writing might be learned. All learning was from private instruction which only the well-to-do could afford. Knowledge about farming came largely from experience transmitted directly from generation to generation. Virgin soils yielded bountifully in this pioneer period but the man-unit output was pitifully low. Such output would go only a little way toward meeting the standards of living of the presentday farmer.

Today the American farmer is enjoying unprecedented prosperity. According to the U.S.D.A. the value of the 1948 gross farm income was $35,597,000,000. This compares with $13,824,000,000 in 1929 and $23,787,000,000 for 1919. Since prices of goods bought by farmers at these different periods vary widely, these figures do not present an exact picture of the relative prosperity of farmers at these times. Nevertheless it is a fact that farmers today are enjoying their greatest prosperity. Never before has their standard of living been so high. Farm homes are the best ever. Conveniences and luxuries—radios, electrical appliances, home waterworks and modern heating and cooling systems are found in great numbers among farmers. Farmers' children are reaching higher levels of education than ever before. Multiplied thousands of farm boys and girls are receiving college degrees. We may surely expect much of our future leadership to come from this source.

Probably the best index to the advancement and enlightment of the American farmer is the increased rate of production. It seems that the farmer's latent powers and ability never came into full play until he was faced with the terrifying catastrophe of a world war. It was during this period, too, that educational agencies carried to the farmers the finest and most

effective instructional program ever offered them.

It is extremely interesting to note the increase during the past twenty years in yields per acre of some principal crops. Surely this progress is significant in terms of educational implication. In 1929 farmers of the U. S. averaged 13 bushels of wheat per acre, with a total production of 824,522,000 bushels. Twenty years later in 1948, their average yield was 17.9 bushels, with a total production of 1,288,406,000 bushels. During the seven years 1929 to 1935 inclusive, the average yield of wheat per acre was 13.2 bushels. For the seven year period 1942-48, the average yield was 17.7 bushels.

The change for corn was: 1929, 25.7 bushels per acre compared with 42.7 bushels in 1948; for the seven year period, 1929-35, 22.6 bushels compared with 34.5 bushels for 1942-48.

Increase in yields of cotton closely parallels that of wheat and corn. In 1929 the cotton yield per acre was 164.2 pounds of lint. This increased to 313.1 pounds in 1948. The average yield for 1929-35 was 182.2 pounds compared with 269.4 for 1942.48.

Favorable weather and other blessings of beneficent Providence might account for differences between single years of any two periods but changes in the average of the first seven years of a 20-year period compared with the last seven of the same period call for some additional explanation. The conclusion is that farmers today are applying more intelligence to their farming than they were 20 years ago. Along the way education has somehow borne fruit.

Many services are provided for the farmer at public expense. Most of these have as a part of their purpose education. The most distinctly educational service for farmers is that which has grown out of the passage of the Smith-Hughes Act in 1917. This Act provided federal funds to cooperate with the states in promoting vocational education. Training for established and prospective farmers was one type of vocational education provided under this Act. Several later federal acts have been passed appropriating additional funds for vocational education and supplementing the original Act of 1917. At the present time the vocational education program is greatly strengthened by the George-Barden Act.

It is noteworthy that in the original Smith-Hughes Act local control was implied and emphasized. In the first paragraph of the Act one finds this language: "for the purpose of cooperating with the States." Throughout the thirty years since vocational education was recognized by specific federal legislation this cooperative principle has been predominant.

Growth and progress of vocational education in agriculture, with the aid of federal funds, has been constant and rapid. As was contemplated by those who sponsored vocational education legislation from the beginning, education for farming is now reaching farm boys in school and both young and adult farmers out of school. In fact and in deed both the present and prospective farmers are being trained.

The scope of the current program of vocational agriculture assumes very large proportions. During 1948-49 approximately 9,000 regular teachers of vocational agriculture have enrolled 650,000 farm boys, and young and adult farmers, in their classes. Added

to these are 15,000 teachers of veterans in farm training who give practical training through systematic organized instruction to over 300,000 G.I.'s who have settled on farms to make farming their life work.

Each of these groups has a distinctive program of training in vocational agriculture. At the same time there is identity of basic principles running through all programs. The youngest group, the in-school farm boys, takes vocational agriculture as one of its regular high school courses. Theirs is a daily schedule of study which runs through the entire school year. Length of this course varies among the states but usually is for three or four years.

The adult farmer classes study critical farm problems which are current, and follow a schedule of class meetings according to requirements of the problems being studied. Some teachers follow a systematic schedule, weekly or monthly. Other teachers concentrate classes in periods of the year which are seasonal for particular problems being studied.

The young farmer classes, which at present are largely for veterans in farm training, meet on a weekly schedule. This is followed up by a regular schedule of individual visits to each member of the class.

Common to all classes is the farming program of each individual member. This is the beginning of all instruction in vocational agriculture. It is also the core of all instruction throughout the course. No other field of education puts to use more completely and harmoniously the three basic psychological laws of learning—readiness, exercise and effect. The boy in school, the young farmer, the adult farmer has a problem in his own farming operations on which he needs enlightenment. The teacher *who has something to offer* finds him *ready* to learn. He forthwith puts into practice what he learns with satisfaction to himself. This type of learning is very effective.

Let us look at some of the particular features of the program for each group. The in-school group, commonly called the all-day group, has an organization in which practically all are members. This is the Future Farmers of America—*The F.F.A.* We in vocational agriculture make the broadside challenge that no other organization of American youth offers so much that is wholesome and worthwhile. This statement is not intended in any way to disparage any of the other fine organizations for youth. We extend our heartiest best wishes to all of them. For our own F.F.A. we only invite careful attention to its purposes and the work it is doing. All who understand this organization hold it in highest esteem.

Consider the purposes of the F.F.A. as revealed by its creed:

> I believe in the future of farming, with a faith born not of words but of deeds....
>
> I believe that to live and work on a good farm is pleasant as well as challenging....
>
> I believe in leadership from ourselves and respect from others....
>
> I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so....
>
> I believe that rural America can and will hold true to the best traditions in our national life and that

I can exert an influence in my home and community which will stand solid for my part in that inspiring task....

(Extracted)

Under the banner of this creed and the flag of the U.S.A., 270,000 farm boys are marching as members of the F.F.A.

This is an organization of farm boys operated by farm boys. They have their own officers, plan their own programs and carry them out. On the local, state and national levels these boys hold meetings which are presided over by their own officers. Likewise, they plan and carry out local, state and national programs. From the ranks of this farm boys' organization, during its twenty-year history, many outstanding rural leaders have come. In the future we may confidently expect our most successful farmers and rural leaders to come from this group.

Learning to do
Doing to learn
Earning to live
Living to serve

This is their motto to which they measure up, and they cannot fail.

Some say that the only hope for progress in farming is in training the farm youth. Possibly the greatest hope does lie with these boys. Nevertheless the program of vocational agriculture has proven that dad as well as son wants to learn, and too that dad can learn. "You can't teach an old dog new tricks" may be true of dogs but is utterly untrue as applied to adult farmers. Dads and not sons made up the ranks of farmers who, in 1948, made a national average wheat yield of 17.9 bushels per acre; a corn yield of 42.7 bushels; and a cotton yield of 313.1 pounds per acre. Of course, in praising dad, let us not forget that son had his part in this. Per person, son probably did better than dad. But after all the dads largely made up the ranks of those who achieved this phenomenal production.

There is a job of education to be done with the dads who are farming and—let us not be misled—dad is eagerly looking for learning that will work on his farm. Hard knocks and experience have made him harder to fool than son. Son may like to please the teacher but dad does not care about that. He is looking for results. We might well remember, though, that he is extremely well pleased with a teacher who helps him get results.

Vocational agriculture forces have not failed in meeting the challenge to teach adult farmers. First we had to get over the illusion that adults whose primary interest and main effort is in making a living are not much interested in learning how better to make a living. Then we had to recover from the inferiority complex that we were not qualified to teach experienced farmers, especially the more successful ones. Years of experience have now proved that farmers want to learn how to do their jobs better and that good teachers of vocational agriculture are equal to the task of teaching them. This experience seems to indicate, too, that the more successful a farmer is the better learner he is.

Adult farmers are now going to school in large numbers. The annual enrollment in evening classes taught by vocational agriculture teachers, now exceeds one-quarter of a million. This instruction organized for farmers is at least a good part of the reason why farmers are now enjoying their

greatest prosperity, why their yields are steadily going up, and why farmers are adopting more and more improved practices such as better economic use of farm land, better soil conservation, more intelligent use of fertilizers, hybrid varieties, farm mechanization, and organized effort.

Achievement in 1948 of adult farmers in Mississippi enrolled in a course on corn production is a good single example of effectiveness in this type of instruction. While the State average yield per acre in 1948 was 24 bushels, there were 445 adult farmers taught by vocational agriculture teachers who reached a production of more than 50 bushels per acre and there were 105 who produced more than 100 bushels per acre. We know that these phenomenal yields were the results of effective instruction.

An enduring philosophy of education must securely embody the concept that education-for-life has merely started at the end of the formal school period. Future demands for effective instruction for adult farmers will be far greater than the demands of the past. We are reaching a quarter of a million annually. The total number of males 25 years old and older in farming is 7,433,000. Our efforts will have to be increased 30-fold to meet the full demand. Research is bringing to light scientific knowledge about agriculture at far greater speed than ever before. Doubtless this speed will be constantly accelerated. The vista of new possibilities is beyond comprehension and staggers the imagination. Mechanization, chemical weed-control and hybrid breeding have just begun. Adequate provision for teaching the farmer on the job must be made.

Between the age level of the farm boys in school and the adult farmer group there is a group of young farm men. Some of these are definitely established in farming while others are going through adjustment before becoming farmers. For practical purposes we might assume that this is the group between 18 and 25 years of age. According to census information it is estimated that there are 1,300,000 rural farm youth of this age group. These are a potential group for needed instruction in farming, and becoming established in farming. For effective instruction they do not fit in with the group of 18-year-olds and younger, nor with the adult farmers; therefore, in vocational agriculture, we have this so-called young farmer group. Since the end of the war our efforts with this group have been concentrated on veterans.

The On-the-Farm Training Program for war veterans is a wonderful tribute to the public school system of this country. In early phases of the educational program for G.I.s most of the training was offered by private trade schools. The farm training program got under way a little late, but the vocational agriculture forces believe they now have in operation one of the best educational programs that is being offered any group of veterans. In this program the public schools have proved that vocational education can be put over with excellent results under very exacting requirements.

Today, 300,000 G.I.s are being taught to conduct their own farm business. Each veteran begins by working out an individual farming project on which he received instruction and approval from his agriculture teacher. He is then taught to set up his train-

ing program which consists of the problems he expects to encounter in his farming project. Generally about 20 veterans constitute a fulltime class. No more nearly ideal teaching situation can be imagined than a fulltime job teaching a class of 20 farm veterans.

These war veterans are definitely becoming established in farming. With their G.I. subsistence and farm earnings they are buying farms, and building on these farms modern homes furnished with modern facilities. They are also taking the lead in using improved farm practices. They study together as a group and they cooperate as farmers.

The farm training program for veterans has only a few more years to run. A large number are now completing their training. Eligibility for beginning training terminates in 1951. These veterans are asking the question: what provision will be made for them to continue the study of their farm problems after the end of their period of entitlement under the G.I. Bill of Rights. According to a study by R. E. Naugher of the U. S. Office of Education, 92 percent expressed a desire to continue their vocational training after their G.I. entitlements end. This is a strong tribute to the public schools for the job that has been done and a pointer for vocational education forces to make plans toward organized instruction for the young farmers of the future.

So we find now, after 30 years experience since the passage of the first vocational education law, the Smith-Hughes Act of 1917, that the program of vocational agriculture is comprehensive and serves all groups who need training for farming. As already pointed out, these include farm boys in school, young farmers and adult farmers out of school. Experience has developed a well-defined pattern of operation which is proving effective. Of course, changing conditions will call for alterations in operational detail but the fundamental principles which have proven sound up to now will endure.

In rural life in America is found the essence of democracy in its most precious form. Let us protect and safeguard this asset. We confidently believe that vocational education in agriculture, by teaching present and prospective farmers to make a better living and live a better life, will be a resistless force in preserving the true American way of life.

State-Local Relationship Patterns Emerging *in* Trade *and* Industrial Education

By JOSEPH R. STROBEL

Director of Vocational Education, State Department of Education, Columbus, Ohio

EDUCATIONAL leaders are not always satisfied with the methods states use in planning, organizing and administering vocational education programs. At least this was true in Ohio as recently as 1944.

They expressed their views frankly, tactfully and without vindictiveness, in a workshop sponsored by the major educational agencies of the state. More than seventy-five representatives of the public schools, teacher training institutions and the State Department of Education discussed with lay leaders in business, industry and agriculture ways of making secondary education more effective. The state's program of vocational education was one of five areas of instruction appraised by the group. The other four were: citizenship, physical and mental health, conservation and consumer education, and science and mathematics.

Charges and Countercharges

Their analysis of the areas indicated and their recommendations for improvement are recorded in a report entitled "A Program of Public School Education in Ohio." In referring to some of the major weaknesses of the vocational area they made this crisp statement which certainly was not complimentary to the vocational program:

"Workers in the Smith-Hughes programs in Ohio have encouraged a narrow concept of vocational education; . . . a dual system has been encouraged; . . . supervisors and teachers regard themselves as responsible for a semi-independent education enterprise; . . . vocational teachers are so enthusiastic about their own work and are so narrowly trained that they frequently fail to contribute to the general education program of the school as they should, and . . . both legal and administrative restrictions upon the operation of the Smith-Hughes program make it impossible for many school districts to provide vocational education that their people need."

Countercharges were made. The workshop report also contains this captious paragraph:

"Except for the vocational programs the schools never have given adequate recognition to guided programs of experiences as a means of education and have looked down upon such contacts with reality, as compared with bookishness and instruction under the artificial conditions of science laboratories; . . . the general education the schools have been interested in has been dominated by the college preparatory notions and has little relationship

to the lives the great majority of pupils will actually live; concentration of vocational teachers upon their own field, so intimately related to the life of the world, is broad indeed as compared with the concentration of academic teachers upon fields of specialization that are remote from current living."

It must be remembered that here was a group of the most prominent educational leaders of a great state. They were not bickering nor were they critical or petty in isolating issues which involved personalities or operating details. Rather, they felt it was unfortunate that charges and countercharges of this kind have so frequently been kept under cover or made under circumstances which promoted further irritation and misunderstanding. Now they were airing, with joint tact around conference tables, the basic problem of educating boys and girls in a modern democratic society. And they were confident that new statewide planning was needed as the first step in revitalizing the local programs of Agriculture, Home Economics, Distributive, and Trade and Industrial Education.

Workshop Recommendations

Out of this workshop came certain specific recommendations. One urged the creation of a commission or committee to make a thorough study of the present and prospective needs of the state for vocational education of all types at all levels, including the federally-aided programs, for the purpose of proposing a comprehensive plan for the development of vocational education in Ohio. They recommended the appointment of a State Director of Vocational Education and suggested, as his first responsibility, the developing of a new State Plan for Vocational Education, to be developed democratically and cooperatively and in accord with the principles expressed by the workshop.

Vocational Education Redefined

Vocational education was redefined in terms of school responsibility. The concept of preparatory vocational education remained unchanged. You will note that it has deviated from the traditional wording. The workshop report stated it in this way:

"Schools believe it is their job to stimulate and help young people to desire to perform well some portion of the work of the world and to help them acquire the knowledge and skill necessary to do this with satisfaction to themselves and to society."

At a follow-up workshop one year later, the original group—now supplemented with additional educators—developed a set of principles which they felt were necessary in adjusting the schools' program to include a vocational objective. In these they indicated that the development of a program of experiences in vocational education should be the concern of all members of the school staff, and an organization should be developed which would define the particular responsibilities of the various school people and provide conditions through which these responsibilities might be carried out.

Other principles included in the report of the second workshop assigned the responsibility for financing the vocational education program and endorsed the continuance of the plan involving national, state and local agencies. The report expressed the need

for more adequate preparation of teachers and the benefits to be derived in developing programs in close cooperative relationships with state and community agencies.

Action Resulted

The workshop recommendations were soon transmitted into a program of action. The State Board for Vocational Education appointed a qualified state director who utilized a number of advisory groups in the development of the State Plan for the period 1947-1952. The appointment of competent supervisory personnel has affected a democratic, creative and pragmatic pattern of supervision within the trade and industrial education services. A practical program of teacher training is emerging and new developments are occurring daily in the cooperative planning of the state and local agencies. A coordinated Division of Vocational Education is functioning in accord with the recommendations of the workshops. An appraisal of the existing program revealed the need for the revitalization of the trade and industrial education services as the first task to be undertaken, and appropriate action was taken to minimize the weaknesses and the shortcomings which characterized the program.

It happened in Ohio. It can happen in any state! The experiences related here summarize the activities of one state in developing sound and effective relationships between the state and local agencies.

School men in Ohio are satisfied now with the progress made to date. Here are some of the reasons why:

It is generally recognized that whenever any decision is made which involves others, these individuals should be included in determining the nature of the decision. Following this guiding principle, an overall Planning Commission for Vocational Education, spearheaded by the Director of Vocational Education, was charged with the responsibility of conducting a cooperative study of vocational education in Ohio. Representatives from local public schools, proprietary schools, teacher-training institutions, the State Department of Education, industry, labor and interested lay groups were cordially invited to participate in the venture.

Evidence of Need for Blueprint of Action

From the outset, as the Planning Commission began to grapple with many of the major issues, it became apparent that the task ahead was of great proportions. Long-range and immediate problems both required prompt attention. Consequently, the Planning Commission deemed it advisable to resort to a division of labor. Special subcommittees were appointed to study immediate concerns in the areas of agriculture, home economics, distributive, and trade and industrial education, and veterans' training. The main body would meanwhile steer its course toward long-range objectives utilizing the findings of the subcommittees.

Accordingly, the subcommittee on trade and industrial education began to prepare its blueprint of action. Several exploratory meetings were held, permitting the committee to come to grips with a variety of weaknesses in the area. It was soon discovered that many of the shortcomings were attributable to the ineffective and inadequate channels of communication

between the State Department of Education and local communities offering instruction in trade and industrial education.

This bottleneck was causing undue hardships to individuals attempting to make decisions on the local level. The availability of information and professional assistance was negligible. Superintendents, principals, directors and supervisors found themselves relying upon the State Department of Education for the most minute decisions to be made. Freedom of action and spontaneity were virtually impossible.

A fence was built around this specific problem of communication. The committee found itself with the problem but was at a loss as to just where to begin solving it. Fortunately, the State Plan of Trade and Industrial Education was due for revision. This Plan had been prepared ten years previously (1937) and had become unworkable in light of postwar conditions and planning. A further bone of contention was the make-up of the written document which was weighted with generalizations and couched in legal terminology. Here was a point of departure.

Only a fragmentary picture can be derived from a look at something of the spirit and direction of this emerging study, and recognition of some of the difficulties. Such are the limits of this writing. No attempt is made to present a comprehensive report of the many specific and vital aspects as progress was made. Attention should be centered on the fact that what was initially conceived as a minor problem mushroomed into a plan of statewide reorganization.

Looking then in retrospect over the past four years since 1945, one can roughly categorize the shaping of trade and industrial education into six major phases:

a. The development of a statement of purposes or guiding concepts, consistent with the democratic process, serving as a framework for subsequent action.

b. The evaluation of prevalent practices to be measured against the statement of purposes.

c. The planning and consideration of new practices as an outgrowth of the evaluation which might minimize some of the friction and difficulties.

d. The transitional period, in which new practices could gradually be implemented within the present scheme of operations.

e. The refinement stage, during which time necessary adjustments could be exercised in light of unforeseeable difficulties.

f. The provision for continuous growth based upon new developments and improvements.

It is unfortunate that a crystal ball was not available to forecast clearly these various succeeding steps since much time and effort could have been conserved by having a precedent to follow.

Manualizing Procedures

In 1946 a staff member of the trade and industrial education service was relieved of all other responsibilities and given the assignment of providing full time liaison among the various committees to share in the development of the New State Plan. All of the resources in the state were marshalled and innumerable conferences —formal and informal, with groups

and with individuals—culminated in a 217-page manual entitled *The Ohio Plan of Trade and Industrial Education.*

This document not only delineated the purposes and aims of trade and industrial education but also manualized suggestions for establishing, conducting and evaluating programs once in operation. Simplicity was the keynote. Time and again the plea was made that the manual be prepared in UNDERSTANDABLE language. A brief excerpt from the Foreword of the *Ohio Plan of Trade and Industrial Education* may provide some insight into its content:

"The expansion and interest in trade and industrial education, as an integral part of the total school program in Ohio, has resulted in many requests for information by educators and lay groups who are desirous of becoming more familiar with this phase of education.

"This manual was prepared as a result of the above interest and should accomplish two major purposes: first, to serve as a guide to local school authorities for the evaluation of existing programs and to suggest ways in which a well-balanced program of trade and industrial education can be integrated into the total educational program; and second, to provide a source of information for school superintendents, principals, teachers and others who are seeking solutions to problems involved in operating a trade and industrial education program."

After two years of painstaking and arduous labor, the study group felt it had completed its assigned task and therefore was ready to disband. In the process of summarizing its activity, numerous and varied attendant problems were brought to the surface. A critical analysis of these new difficulties left no other alternative but to launch a statewide program of reorganization using the newly developed Ohio Plan as a framework on which to build.

The past few years have been given over to this program of reorganization, in cooperation with state and local school leaders and lay groups. Is progress evident or has all of the vigorous activity resulted in abstract verbalizations? What is the evidence attesting to changed behavior? The following improvements stand as a tribute to this cooperative study in Ohio. The reader himself can be the judge.

State-Local Relationships

From an authoritative, dominative type of relationship, state and local personnel are developing a bond of confidence, mutual understanding, and a purpose-sharing attitude as a result of the participation in policy-making, planning and cooperative action. Every attempt is being made to strengthen and safeguard the gains made in this direction. The wheels of democratic process turn slowly; however the values gained thereby are the more lasting and fruitful. Strained relations have given way to freedom of thought and action.

Additional Supervision

Many local boards of education—through the encouragement and stimulation of the State Department of Education—have augmented their staffs with qualified full or part time supervisors of trade and industrial education. These supervisors are approaching their responsibilities with commendable earnestness and enthusi-

asm. Significant advancements and growth are reflected in such activities as curriculum development, school and community relations, inter-staff relations, refinement of operating procedures and expanded vocational education for adults. It is reasonable to assume that many of these improvements are directly traceable to the efforts in local supervision.

Teacher Education

A review of the entire structure of pre-service and in-service education revealed some glaring weaknesses. Local school administrators, principals, and teachers themselves expressed frank dissatisfaction with the prevalent plan. The formal-course approach proved non-functional to many of the teachers who did not have the benefit of formal pre-service training in teacher education institutions. An operational analysis was made of the vocational teacher's responsibilities, and thirty-nine specific units of work developed. Instead of the traditional formal-course approach, teachers are now given asistance based upon individual need. Although formal courses are not totally neglected, they are subordinated to the individual-needs approach.

In organizing a program of instruction, the principal, the teacher trainer and the teacher plan cooperatively the direction to be taken. Although this is a radical departure in vocational teacher education, deans of the five cooperating universities have endorsed the plan wholeheartedly.

Workshops and District Meetings

Workshops and meetings are conducted whenever a demand arises for study of specific problems. In several areas regularly-scheduled activities carry over from year to year. The most important are as follows:

Local Supervisors' Annual Workshop

This workshop is usually conducted in a very informal atmosphere on a three week basis during the summer. A local supervisors' committee plans the entire schedule of activities, selects the location, and generally assumes the responsibility for the entire affair. Usually a fraternity house is selected, and experiences in social living supplement the specific values gained from the formal problem-solving discussions and study. This workshop has been enthusiastically received and supported by the group. Each year enrollments increase, and this past year it was necessary to function as two separately organized groups.

Coordinators' Conference

Each year, prior to the opening of school, newly employed coordinators are invited to participate in the Coordinators' Conference. This is organized and conducted by representatives of the State Department of Education. Discussion leaders are selected from the regularly employed group in local communities. Orientation, the responsibilities involved, and the function of coordination are analyzed and discussed.

State Staff Workshop

A one week workshop is planned annually for state supervisors, consultants and teacher trainers from the five cooperating universities. Program planning and policy developments are discussed in relation to the overall plan of action for the forthcoming year.

District Meetings

Superintendents, principals, and

supervisors meet once a month on an area basis to exchange views on various aspects of vocational education. A unique feature of these meetings makes provision for scheduling a visitation to a new school each month.

Instructional Aids

The State Department of Education, in cooperation with Ohio State University, has pioneered in preparing instructional aids for teachers' use in the classroom. Resource material, visual aids, textbooks, and other aids have been made available to teachers in local communities.

Specialized Programs

Specialized programs of trade and industrial education, particularly in the public service field (such as fire-fighting, police, custodial, school bus driving, and others) are gradually being added to the educational program offered in local communities. Heretofore these programs have been, by and large, state functions.

School leaders, teachers and lay citizens have given preliminary endorsement to the present plan of action in trade and industrial education. The progress which has been made, however, represents no more than first steps in the right direction. The stubborn fact remains that much is yet to be accomplished. Be that as it may, trade and industrial education in Ohio looks to the future. A plan of action nurtured in a democratic climate and sponsored by vigorous state and local leadership can result only in a vitalized, forward-moving program of education.

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Public Relations *in* Distributive Education

By FRAN McCREERY

Director, Distributive Education, State Department of Education, Jefferson City, Missouri

SO Mike lost his job! Why?

Experts have found that 85% of those who lose jobs do so because of their inability to get along with others. Newly appointed, the coordinator too was interested in why Mike lost his job. At their interview there was no strained, tense feeling, just a friendly discussion. To show there was no fear of harshness, Mike even joked with his coordinator. Mike was asked how he was getting along, asked about his working relations. Mike's reply was that that was one of the reasons he needed a job—he had too few "working relations." Yes, Mike had lost his job.

So the program at Crossroads Center failed! Why?

Is there an analogy with Mike? If people lose jobs because of their inability to get along with one another, is it possible that programs fail because they are not getting along one with the other? Yes, the program had failed!

If our programs are to get along, one with the other, what are the key points? Why does one fail, another succeed? The coordinator's job has many phases. He is responsible for many things. In the overview his job is that of:

Public Relations, Selection and Placement, Instruction, Coordination, Evaluation and Follow-up.

No phase of his work may be left out if the program is to be successful. But in analyzing the coordinator's job we are to consider in this article only the first phase, Public Relations.

Was the program sold at Crossroads Center, or was it forced upon the good people there? Did the superintendent of schools really understand the program, or had he just heard that it was a good thing? Did the principal of the school know what it was all about? What did the guidance counselor really know of it? The merchants, too; were they helping the school to train the kids; were they receiving into their establishments conscientious employees who wished "to learn a business," giving every bit of their energy and thought to make a success of the business and their work experience education? What did the other faculty members know of the real purposes and procedures of the program? Did they realize their contributions were important in the success of these "future purchasing agents" for the community? Did the townspeople realize why these students were away from the schoolroom half or more of each day? Did they really understand? And the student himself, what was his opinion?

I once heard students being sold the program thus:

"What other training in school can you take which will do these three things for you:

1. Give you a half day away from school to work,
2. give you money in payment for that work, and
3. give you school credit for the work you get paid for doing?"

Is that what the student thinks when he signs up? If so, more programs will fail, and more Mikes will lose their jobs. What about the coordinator, what does he think? Is that his purpose in promoting the program? Surely not.

The Coordinator Is an Interpreter

Success or failure in a program of Distributive Education will depend directly upon the understanding of all the people concerned. The Committee on Public Relations for Distributive Education, in the Workshop at the United States Office of Education May 1948, agreed that the conduct of public relations is essentially a task of *interpretation.* The Distributive Education program must be interpreted to the public, and the public must be interpreted to the program. Good sound public relations make it possible for high school students and workers in distributive occupations to know about Distributive Education; the coordinator learns his public through this same medium.

Relationship between the school and the student, the school and the merchant, the merchant and the student, the student and the public-at-large depends upon the coordinator's energy and ability to interpret all phases and create an understanding by all.

The trained, qualified coordinator today is meeting that challenge.

The coordinator is a regular employee of the school, yet he must be more. He represents and interprets the school to the merchant; he represents and interprets the merchants to the school. He talks the language of the merchants. He is a teacher in the school system, and its liaison with the merchants. He meets the qualifications required of all teachers, backed by years of practical experience in the occupations he teaches and a study of that experience. He attains professional competency, developing his ability as a teacher, as a business leader among business people, and as a professional teacher among vocational people. His requirements are high, his training extensive, his knowledge broad yet thorough.

Besides correlating the work in school with learning on the job, he counsels with trainees on their personal problems, and helps in their development of proper attitudes, appreciations and habits. He adjusts the training as needed, based upon his findings of graduates' additional needs, and constant evaluation of the total program. He follows up on the training given high school groups by making available courses for all adult distributive workers according to their needs and their interests.

The coordinator's first step toward success comes in his attaining the proper viewpoint and in knowing what are the accepted goals for the entire vocational program. He learns the specific aims of the Distributive Education program he represents. He strives constantly toward achievement of those aims. He acquaints himself thoroughly with all facts governing the total vocational program, and specifically the distributive phases. He

is the expert in his field and he works diligently toward an understanding for the program by all the people concerned, civic organizations, total school faculty, parents, students. He knows this work and he knows the program, because he has made a conscientious effort to equip himself with all the facts.

To be successful the coordinator possesses other personal traits, as: a practical viewpoint on most matters, consistency, self confidence, thoroughness, dignity, alertness to changes, vision. He has the ability to adjust himself and his program to situations that arise, cheerfully and thoughtfully; he makes quick decisions when required; he plans, organizes and develops programs; and arranges for the programs to be carried on successfully; he is a leader. These are the qualities desired in a public relations worker.

The coordinator recognizes the tremendous tasks to be ahead of him always, in accomplishing the greatest good for the most people. He recognizes the part all personnel must play, and is always alert to carrying on a task to be done that may have been dropped by another. Yet he never allows himself to become a "lone wolf," always remembering to work with others for the good of all. The coordinator is of course the mainstay of the public relations job. He is constantly aware that in all his activities he is doing public relations work. His work is vital to the public interest. His training underlies his success.

This is the coordinator. This is the liaison representative between school and business. This is the technical, professional and occupational expert. This is the school's public relations specialist.

The Coordinator's Tool Kit

The tools of public relations, according to the Committee on Public Relations, are those which influence thoughts and actions of people along general or more definite lines. Tools are the means for accomplishing the objective. First we decide what we want to do; then we decide how we are to go about doing it. Through proper tools used effectively, good impressions of the program and the worker are produced. The tools of good public relations for Distributive Education are these:

1. A good product—Distributive Education is that product. Since the cordinator has an accurate knowledge of this program he is able to appeal to the public in its behalf.

2. A satisfied user—efficient and effective performance and happiness on the job by the trainee. The worker can perform, because the trainer has taught him how.

3. A wholesome attitude—the public relations man must like people. The good coordinator has this characteristic, and, in return, is well liked by others. Sound relationships grow out of a feeling of mutual respect and confidence.

4. A dramatic appeal—dramatic yet educationally desirable. Man yields to appeals that satisfy his intellect or his basic desires. The appeal dramatically presented is most effective.

5. Planned publicity—carefully planned so that it reaches the audience for which it was intended. Scheduling and proper timing are all-important.

6. Advertising—the paid or unpaid medium—is the appeal to definite audiences through written or spoken word, because people react more readily to what they see and hear. The coordinator makes every effort to use this tool to keep the public informed on the activities of the trainees, and the program.

7. Good Media—the right media, correctly used. Those selected depend upon the circumstances. The coordinator, then, decides what he wishes to accomplish, then chooses the right medium to do it. Any of these might be right: News Publications, Radio, Visual Aids, Mail, Special Events, Group Meetings, Clubs, Reports, Services, Awards, Summer School Activities.

Personal activities of the coordinator are tools which lend to his skill in handling public relations, including:

a. Community surveys, giving him facts about the community, its needs, interests, trends and accomplishments.

b. Careful analyses of these facts, findings from other surveys, trends evident in population and occupations, and developing opportunities.

c. Outlining programs in light of the findings, the needs of workers and their interests.

d. Planning, promoting, evaluating, revising, follow-up.

e. Use of all possible groups, their ideas, their interests, while working toward a common goal for all and never playing a lone hand.

f. Keeping ever abreast of changing conditions, activities, ideas.

g. Meeting all requests for service from the program, and building toward the community and individual goals.

The Local Personnel

The tasks of the Distributive Education personnel on other levels parallel the obligations of the coordinator locally. Success of the program however depends directly upon the local people, what they think, what they understand, what they know. The program of Distributive Education has grown up from need—a logical growth. The needs, locally, determine services requested. Local thinking causes that request to be made. The thinking, the work, the interpretation, the public relations of the various local groups determine the success of the program.

Tracy E. Dale, Assistant Commissioner of Education, Vocational Education Division, State of Missouri, once commented to some of his staff—

"The success or failure of your programs depends less upon what the experts are thinking than upon what the folks out on the jobs and in the local communities are thinking. They are the important ones. Their relationships must be developed to the highest degree."

The Advisory Committee

The Advisory Committee, made up of equal representation from labor and management, chamber of commerce secretary and school, serves in an indispensable advisory capacity for all programs, whether local or state, part-time occupational education, or adult. The Committee's aid also includes contacting business men, evaluating training stations, serving on a speakers' bureau for the program, and other public relations activities. In fact, this is a public relations group and

the coordinator's everpresent help in time of need.

The Student's Role

Instruction in Distributive Education is planned to enhance public contacts. A trainee in the high school Distributive Program is given three types of instruction in "learning a business":

1. Individual instruction for the specific job to enable him to become efficient and effective.

2. Related instruction for the broad general field of work of which his job is part. This enables a maximum transfer if he should change from one type distributive occupation to another.

3. Work experience education, actually acquired on a job in the occupation he has chosen for his life's work. This affords practical application of learning, under proper coordination and supervision. A training schedule or job outline pictures what the trainee will learn on the job, just as the two school outlines show what the trainee learns in school.

While the student is fulfilling his aim of education for vocational success, he is called upon to use all his "training for living" acquired through general education work. Every teacher has a definite interest in that trainee, every one of them plays a part in his success. Cooperatively they work with the coordinator for the best interests of the trainee. The guidance counselor makes every effort to direct each student into the type of work for which he is best suited. The staff works together as a team. All members are versed in the work the program wishes to accomplish and all work for the best interests of the community—good public relations!

Crossroads Center's program must not fail again. A trained coordinator who qualifies for the work is there now. He knows the use and value of public relations. He is busy on *his* job, interpreting Mike to Crossroads Center, and Crossroads Center to Mike so that he will lose no more new jobs.

(One last thought—no one whose public relations are developed properly should ever eat out—alone!)

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Implications *of* Gestalt Psychology *for the* Industrial Arts Shop

By M. F. FOSS
316 University,
Oxford, Ohio

THE following conversation, though imaginary, serves to illustrate a not unusual school situation. In a school office the principal is discussing Jim B. with the supervisor of industrial arts. The supervisor says, "Jim was an outstanding student in junior high school, but he's not doing so well in senior high school. What is the reason?"

The principal replies, "Here's a book by the late Kurt Lewin (5:19) who was a Gestalt psychologist. He makes this interesting statement:

...From the standpoint of dynamics one must consider the whole situation as the total of what has effects for the individual under consideration. As far as the conceptual derivation is concerned, one may use effectiveness as the criterion for existence: *What is real is what has effects.*[1]

The principal continues, "Another place Lewin states that while the physical environment is the same for the child and the adult, or for a man under two different conditions such as being hungry or satiated, the environment is still different in each case, because it affects the individuals differently." (5:24)

The supervisor is interested. "That might have something to do with Jim's case. Jim was a good friend of Jones, the junior high school teacher. He seems to miss this personal contact in the senior high school.

"In fact, Jones is quite a personality. He is active and alert and the class seems to absorb his enthusiasm. He's always working at something and the boys get the feel of it. It's a strange thought that the teacher might be a part of the student's environment."

The principal agrees. "Jones is one of our good teachers. The students really enjoy working with him."

When the supervisor talked to Jones about Jim B. he learned more about the situation.

"Jim is good all right," said Jones, "but to think about Jim alone is to make a mistake. Jim and Jack R. were a team in junior high school and they've been separated in senior high. Their friendship consisted of a friendly rivalry with each trying to outdo the other. The spirit of competition carried over into the whole class and kept the entire class performance at a high level."

To sum up the foregoing incident in terms of Gestalt psychology will be our first consideration. A Gestalt psychologist would point out that for Jim the Gestalt contained Jim, his problem, Jack, the rest of the class, the

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physical setting, Jones, and the entire method of conducting the class. *Gestalt* is a whole situation, pattern, or configuration (3:193). Because the word is difficult to translate into English the original word is used. (1:528).

A teaching-learning situation may be viewed as a whole or a Gestalt. According to Koffka (2:137) learning takes place when the individual is confronted with a situation which demands action on his part. In other words, the individual learns by doing. Conklin and Freeman (1:534) describe behavior as a dynamic process of adjustment.

Advantages of Student Initiated Projects

In an ideal situation the student comes to the industrial arts laboratory with a definite interest or need to be met. He finds suggested solutions from a wealth of supplementary material. He draws a plan, working out in detail the construction methods necessary. He prepares a stock bill listing various parts and sizes, selecting material best suited to the problem. He then proceeds to the actual construction. Choice of material, rough preliminary shaping and smoothing of each individual part, assembly, and the final finishing and polishing are all necessary parts of the schedule.

The student sees progress at each step along the way. This results in satisfaction and stimulates him to carry on to the next phase of the work.

The teacher assumes the responsibility of seeing that the project is planned in a workable way within the student's technical ability. The project should use available materials and call for tools which the student can handle in such a way as to insure satisfaction upon completion. The teacher keeps in constant touch with the student's progress.

Siskind (7:47) expresses a sound philosophy from the Gestalt viewpoint in discussing the teaching of electricity:

Generally speaking, it may well be said that a teacher has not *taught* well until his students have *learned* well . . . To function well, a good teacher: should simplify apparently complex ideas, (a) by generalizing, (b) by discussing, theoretical equations and principles in terms of "common sense" experience, and (c) by suggesting numerous practical illustrations. . . . It has been the author's experience that when a subject *appears* simple, no matter what educational "tricks" are used to make it so, there is a greater degree of absorption, as well as an urge to progress intellectually, then under conditions of difficulty.

For all of these preocedures and techniques, the Gestalt psychologists have explanations. Lewin (5:166) points out that the needs and desires of a person must be the starting point. This need sets up a tension within the person (5:175) The performer attempts to satisfy the need to meet the goal. This success is called *closure* (1:533).

The satisfaction resulting from closure is illustrated by a story related by Kohler. Wofgang Kohler is one of the founders of the school of Gestalt psychology. His theories were developed through experiments with apes. In this instance mentioned, the ape after raking food into his cage with a stick, didn't stop to eat the food. He kept on raking in other objects (2:133).

The selection of the project and making the plan present an over view of the entire problem. It is necessary, according to Gestalt psychology (1: 533) that the student see the problem and solution as a whole. Parts must be seen in their proper relation. It is insufficient to merely have materials, suggested design, and construction methods available. They must be where the learner can perceive them. (4:159). Such perception leads to insight on the part of the learner.

Presentation of methods of using tools and discussion of types of construction should be presented at a time when the student can make immediate application. If too great a time period elapses between the discussion or demonstration and the time when this is used, the effect will be lessened if not lost. Group demonstrations are often more suitable than class demonstrations.

The planning section of the industrial arts laboratory should contain a wealth of supplementary materials, readily available. Demonstrations, models, and wall displays should show typical construction and finish procedures which the student may adapt to his own use.

This principle of accessibility of supplementary material is illustrated by Kohler's story of further activity of the ape. Food was suspended from the ceiling of the ape's cage, just out of his reach. A box which the ape could use to reach the food was placed in a remote corner of the cage. Since he was unable to see both the food and the box at the same time, this solution did not occur to him. Instead, he stood in the middle of the cage and jumped until he was tired. He then sat on the box to rest. However, when the box was moved under the food he reached it immediately.

The problem of instruction, demonstrations, acquaintance with tools and materials, reading assignment and laboratory activity which will come up in any shop situation can very well follow along whether all students are engaged in similar activity or not. The important thing is the coordination of these teaching devices. The student will acquire insight, or a series of insights, as a result of solving his individual problems. Thus a large percentage of the problems of motivation and discipline can be solved by properly directed, student-initiated projects.

Limitations of Teacher Initiated Projects

The following conversation was overheard on a bus:

"I don't like this teacher and her methods at all," said a teen-age girl to her companion, "When I asked her why we were doing something a certain way all she would say was 'You do it because I say so.' "

Various explanations of the teacher's remark are possible. Inadequate preparation, dictatorial attitude toward the student, fatigue, personal dissatisfaction with the job are only a few. From the Gestalt viewpoint, lack of insight into the desired goals resulted in student dissatisfaction.

The teacher assigned problem presents other difficulties. Artificial motivation is demanded for most students. There is real danger of the task becoming monotonous. The student will set up artificial goals in an effort to overcome this monotony. Unless interest develops these artificial goals will lose their effectiveness.

Woodworth (8:113) describes the situation in which the assigned tasks lacks meaning for the learner. For a while he is satisfied with various types of self-initiated short goals, but eventually the monotony of the situation becomes too much and he refuses to continue with the task. In some cases he goes so far as to become enraged by the situation.

Such artificial stimulants as grades, passing a course, need for information at a later date, may tend to keep the student working for a time. A good teaching-learning situation requires meaningful concepts for the student. If the student is not convinced for the need in his own immediate terms, his willingness to work and learn is short lived or nonexistent. (1: 532).

Evaluation

The whole problem of grades and pupil evaluation is a constant source of friction for most teachers. There is doubtless much in the Gestalt point of view that the individual cannot be taken apart and analyzed into traits. (6:10), (1:630), (5:99). The sum of the parts does not equal the whole. Woodworth explains (8:98) that any analysis fails to show the whole as a whole; that the individual acts as a whole and not as a number of separate traits.

When the teacher attempts to assign grades he should do it in relation to performance, attitudes, and other measurable or observable traits. Gestalt theory suggests that if the student were thought of as an individual and thoroughly understood by his teacher, a grade of satisfactory or unsatisfactory in terms of the individual could be justified. Real psychological understanding might render grades unnecessary. The student might even be led to evaluate his own work, progress, and attainment.

Summary

The Gestalt theory of learning activity has definite implications for certain school situations. While there are limitations to its application, an example of how it might apply to Jim B's case could be mentioned here.

How might Gestalt psychology, for example, influence the supervisor's consideration of Jim's difficulties? He might call a conference of Jim's junior high and senior high school teachers to meet with the principals. The following points could serve as an outline for discussion.

First, Jim's environment is controlled by his responses, or by what affects him. His environment may have changed because his "state" has changed.

Second, Jim will probably respond best if he sees the situation as meeting his immediate needs.

Third, Jim himself should see his problem as a whole.

Fourth, subject matter should be arranged and presented so as to lead by logical steps through needs, tensions, insights, and closures to successful conclusions.

Fifth, the teachers should know all students as whole individuals, not merely as a collection of traits, such as fast or slow, careful or careless.

Sixth, a memorandum should be presented to the proper authorities to the effect that the class size be regulated so that each teacher has this opportunity to know the individuals in it.

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A Layman Looks *at* "Modern" Education

By LEONARD G. RUBIN
Hatfield Hotel, New York City

WHAT gave us the atomic bomb? The answer is scientific education.

Why do the Russians think as they do? The answer is education.

Why were we in the United States blind isolationists until recently? Again education.

In short, you might ask what's wrong with the thinking of the world's population? Again the answer would be the same—education.

The great majority of the people of the United States go only to high school. The great majority of Europeans go only to grade school or the equivalent. The great masses of the world's people have only a rudimentary education, and much of this education is totally inadequate and unenlightened.

In the meantime, the educated few have given to the world's uneducated many, certain tools and scientific equipment to aid them in making this earth a better place on which to live. Many of these tools have been put to other uses than those which they were originally intended. Tractors have been made into tanks, explosives for mining and industrial purposes became bombs and cannon shells, airplanes for transportation converted into deadly bombers, and now atomic energy—man's future hope, into atomic destruction.

No one in their right mind would suggest that a ten year old youngster should drive an automobile. Yet, the people of the world as a group, are as mentally immature as a ten year old youngster. These are the people who are driving the huge, complex present day technological machine that science has built.

If the ten year old plays with the automobile long enough, some sort of accident or destruction will result. The world has had two such accidents already in the twentieth century, and if the uneducated world youngster is allowed to keep playing, the third accident may well prove to be fatal.

Let us educate this world youth quickly, before this calamity occurs. Naturally you ask—how can it be done?

As the first step the United Nations must instruct all the schools in the world to immediately start teaching history only as world history. At the same time they must particularly deemphasize nationalism and "my country right or wrong." Further they must start teaching all students that war is wrong—unequivocally wrong. It is as wrong for a nation to settle disputes by force as it is for individuals to take the law into their own hands and settle things by violence. In the early days of our "Wild West" things were done in this manner. Today, courts and law settle disputes and only in our motion pictures does the

old system remain. It is true there were many heros of the old frontier days, just as there were villains. These heros would not be heros today; they would be violators of the law.

We and other nations need not be ashamed of our war leaders. They too were heros in their day, but the methods that made them possible should no longer exist in an educated modern world. All international force and pressure by individual nations must give place to world law and order.

The world has now the United Nations Organization. Admitting all its faults and shortcomings, the United Nations can be an instrument for permenant justice. Let us teach our students from kindergarten to doctors degree aspirants that only world organization, world courts and world justice are desirable ends.

Let us push all scholastic subjects forward to where science alone is today. Science knows no boundaries, no limitations, no races, creeds or colors. History, geography, political science, civics, sociology and all the rest must be taught accordingly. We have had twentieth century scientific education for the few. We must now have twentieth century education in other fields for the many. If we fail to do this, the consequences are all too apparent.

Only individuals taught to see things from the world outlook should be considered really educated. We must throw out all our delapitated seventeenth end eighteenth century ideas in education. All of us keep remarking that this is a new world and that airplanes can travel at over six hundred miles an hour, that oceans and distance mean nothing, yet we go on teaching our young people as if these facts did not exist. Time marches on, but education stands still.

Will atomic bombs have to fall on our school houses to convince educators that there is something wrong with what they have been teaching? There is no more U. S. History, French History, or German History —there is only world history. There can be no more good wars, they all must be backward manifestations of uncivilized people and an uneducated world.

Fascism, dictators and other such phenemenon are just further examples of the juvenile state of our world. It may be true that tyrants of all ages were put down by force, for there was no machinery to handle them. Now, however for the first time in world history men have been sentenced as war criminals. No longer can individual nations find an excuse to take the law into their own hands. International brigands such as Hitler, Mussolini and Hirohito should have been jailed after their first crimes in the Saar, Abyssinia and Manchuoko respectively. We must know that settling disputes by violence is wrong—let us teach it!

Petty nationalism must give way to world order and international law, let us teach it now. It is apparent that no one nation has a monopoly on all the good ideas, brains and resources in the world, let us tell our students. We all realize now that there soon must be one world or none—let us say so in our schools. Grow up educators! Grow up America! Grow up world!

DEPARTMENT OF BOOK REVIEWS

WILLIAM P. SEARS, *Editor*

The Development of Education in the Twentieth Century. By Adolph E. Meyer. New York. Prentice-Hall, Inc. 1949. xvii and 609 pages. $4.85.

School people will welcome this very inclusive and intensely interesting history of education in our own century. Professor Meyer presents a vast amount of material on the men and movements which have affected the course of modern education both here and abroad. Clothed in a style replete with jovial humor and sly wit, Professor Meyer's book will give pleasure and much material to teachers and others interested in our education patterns.

Labor in America. By Foster Rhea Dulles. New York. Thomas J. Crowell Company. 1949, 402 pages. $4.50.

The full story of the growth of the organized labor movement in the United States from its colonial backgrounds through the passage of the Taft-Hartley Act is told in this informative and authentic one-volume study. Such a single volume treatment has been a long felt need among teachers of labor problems who wish to cover the historical aspects of the growth of organized labor in America.

Dr. Dulles is to be saluted upon his success in condensing the long and eventful history of American labor into the confines of a single book of less than four hundred pages and at the same time, sacrificing neither detail nor continuity.

Furniture Making and Cabinet Work. A Handbook. By B. W. Pelton. New York. D. Van Nostrand Company. 1949. ix and 396 pages. $6.95.

The shop teacher and the home craftsman will want to place this handbook in their libraries. The book furnishes the information necessary to enable any man having ordinary manual skill and possessing the few essential woodworking tools to make a wide variety of useful articles of furniture. The directions, the drawings, and the cuts make this handbook a very useful one. Especially fine are the sections on the repair, rebuilding and restoration of old pieces of furniture.

Machining of Metal. By Robert E. Smith. Bloomington, Illinois. McKnight and McKnight. 1949. 224 pages. $3.50.

This eminently practical book, comprehensive as it is, contains definite step-by-step instruction in the processing of metals by use of machines. The various unit lessons are extremely terse and to-the-point; the language is apt and vivid; the drawings revealing and helpful. Teachers of metal shop will find the book admirably suited for their classes. Throughout there is emphasis on safety and upon the care of the machines.

Union Guy, By Clayton W. Fountain. New York. The Viking Press. 1949. x and 242 pages. 2.75.

This is the personal history of an American worker and the story of the birth and growth of the United Automobile Workers Union. Says the author in his *Forward*: "It is simply my own tale of how I came to Detroit reaching for fat paychecks and got hit in the face with a depression; of how I joined a union in self defense and sucked into the Communist Party; of how I walked out of the party because it violated my freedom, and then helped to clean a lot of Commies out of my union; and of how hard the people in my union are working to make democracy serve the welfare of their communities and their country." That is it in a nutshell, but Mr. Fountain gives a graphic and vivid picture of the workings of a great union. Excellent collateral reading for students in courses dealing with contemporary issues.

American Folk Art in Wood, Metal and Stone. By Jean Lipman. With 183 illustrations and four color plates. New York. Pantheon Books, Inc. 1948. 193 pages. $7.50.

This is an excellent book for college and secondary libraries. It is the first general survey of American folk sculpture, an important and frequently neglected, branch of American art. Here is pure folk art—sculptures in wood, metal and stone made by anonymous craftsmen and amateurs, carvers, carpenters, cabinetmakers, shipwrights, blacksmiths, metalworkers, sailors, farmers, and laborers. Miss Lipman covers seven major areas of production—ship figureheads and ornaments; weathervanes; cigar-store figures and other trade signs; circus and carrousel carvings; toys; decoys; sculpture for house and garden; and portraits. The foreword and the reading matter are extremely interesting and the illustrations superb. A bibliography indicates sources for further investigation and study.

It All Happened. By Seamus Fenton. 1948. Dublin. (50 Upper O'Connell Street). M. H. Gill and Son, Ltd. 360 pages. 10/6.

To an American teacher these reminiscences of an Irish confrere will be especially interesting. Mr. Fenton was a keen observer of rural customs and an ardent student of local history. In this volume he records his unique experiences in all parts of Ireland over the period of the last fifty years.

Anne of the Thousand Days. By Maxwell Anderson. New York. William Sloane Associates. 1948. 123 pages. $2.75.

Howard Barnes, writing recently in the New York *Herald-Tribune*, said of Maxwell Anderson's new play, *Anne of the Thousand Days*, "it stands head and shoulders above the other new offerings of the season." The play is a powerful tale of Anne Boleyn's ill-fated alliance with the towering Tudor monarch, Henry VIII.

Jobs That Take You Places. By Joseph Leeming. Philadelphia. David McKay Company. 1948. 240 pages. $3.00.

This is good guidance material for teenagers who have the desire to work in jobs outside the continental United States. Hundreds of jobs being done today by Americans in nearly every country of the world are clearly and factually described. The author has included many lists—of steamship lines, of American companies with foreign offices, of welfare agencies that provide services abroad, of consulates, of American governmental agencies that have to do with foreign service—that will provide the interested with avenues for further inquiry.

American Labor and the Government. By Glenn W. Miller. New York. Prentice-Hall, Inc. 1948. xiv and 638 pages. $5.50.

The important role that government controls play in the attempts of labor and management to find satisfactory solutions to labor problems is an increasingly significant phase of labor economics. This book is an attempt to present briefly and in non-legalistic terminology information on laws, court actions, and government policies that affect the policies and actions of workers and employers in their relationships to each other. The volume is well organized as a text for college classes and material presented is well-documented and as recent as any material in the area of labor problems can be these days.

Home Mechanics. By J. C. Woodin. Bloomington, Illinois. McKnight and McKnight. 1949. 104 pages.

Practical courses in household mechanics have been stressed as desirable experiences for boys and girls in both the elementary and secondary grades. In many communities such courses are found as part of the industrial arts work or the work in home economics. Adult education programs, too, often provide courses in home mechanics. The units presented in this course of study have been well selected and they are presented in a way that will assist students in developing skills and insights.

The Research Paper. By Lucyle Hook and Mary Virginia Gaves. New York. Prentice-Hall, Inc. 1948. vii and 64 pages. $.85.

This practical little handbook will assist those who must prepare research papers. It gives standard methods of gathering data, organizing data, and preparing the manuscript. For those who must submit the traditional "term paper," it will be of especial value.

Their Finest Hour. By Winston Churchill. Boston: Houghton Mifflin Company. 1949. xvi and 751 pages. $6.00.

In *Their Finest Hour*, Mr. Churchill continues his detailed and thrilling account of the Second World War. The theme of this second volume is "how the British people held the fort *alone* till those who hither to had been half blind were half ready." Specifically, Britain's war-time Prime Minister tells the story of the fall of France, the deliverance of Dunkirk, the Battle of Britain, the Blitz, the campaign in North Africa, and the plan of lend-lease. It is hardly necessary to mention the superb style of Mr. Churchill as a writer of history.

The Mackenzie. By Leslie Roberts. Illustrated by Thoreau MacDonald. New York. Rinehart and Company. 1949. xii and 276 pages. $3.50.

The latest addition to the ever-rewarding "Rivers of America" series is The Mackenzie. Few of us in the United States can trace the course of this grand river that flows from the Great Slave Lake north to the Beaufort Sea, its navigable waters totalling some 1200 miles. In the early years after the coming of the white man, the Mackenzie was the scene of the battle of the great fur barons. When this turbulence died down, gold was discovered. Today the Mackenzie is strategically important in western hemisphere defense. It has its budding airfields, its oil pipe line and its pitchblends for the atom bomb. *The Mackenzie* is an extremely interesting history of a little known river.

Ballet in America. By George Arnberg. New York. Duell, Sloan and Pearce. 1949. xx and 244 pages. $6.00.

That ballet is an important art form, that ballet in America has developed tremendously in recent times, and that there has been much confusion due to competing producing organizations, are well known facts. *Ballet in America* is a forthright presentation of the development of this art form. It traces the growth of ballet in America, describes the various ballets, and offers sound and valuable criticism of both choreography and execution. This first comprehensive story of ballet in America should be on the shelf of all high school and college libraries.

Chopin: The Man and His Music. By Herbert Weinstock. New York. Alfred A. Knopf. 1949. x, 336 and xxii pages. $5.00.

To his already widely acclaimed studies of Handel and Tschaikowsky, Herbert Weinstock now adds a colorful and carefully considered biography of Frederic Chopin. Chopin died in 1849 and, consequently, Mr. Weinstock's study is most appropriate. The volume is divided into two sections. In the first, Mr. Weinstock presents a brief and yet adequate biography of the celebrated Polish composer. Mr. Weinstock avoids the erotic slant of the Freudian school of biography and remains conservatively within the bounds set by reliable data. The second part of the book comprises a complete listing of Chopin's works and a discussion of them from an analytic point of view.

Ceremony of Innocence. By Elizabeth Charlotte Webster. New York. Harcourt, Brace and Co. 1949. $2.75.

Ceremony of Innocence is an unusual novel. It was awarded the South African literary prize and caused quite a flurry in that part of the world. Miss Webster aimed her satire at hypocrisy and insincerity in the modern world and utilized a community of Anglican nuns to unfold a human story tense with the dream of living.

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